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ABSTRACT

This report on the Bernard van Leer Foundation's early childhood grant program of 1986-1987 is organized by geographic region. Regional sections cover Africa, Asia and the Pacific, Europe, and the Western Hemisphere. Each regional section contains an introduction, a table of major projects being supported in the region, and feature articles on specific projects that illustrate the work being undertaken. Special reports concern Mozambique, Singapore, Italy, Ireland, Colombia, and Trinidad and Tobago. A total of 116 major projects are listed in tables of projects. The tables, which are supplemented by maps, identify each project by title and the name of the sponsor, and provide data on date initiated, duration, and amount of funds (in Dutch Guilders) committed to the project as of December, 1987, and during 1986-1987. The four regional sections are followed by information about the activities of the foundation's as of December international Network for projects, including a selection of network events which took place during 1986-1987. The report also describes publications and media projects that have been produced by the foundation and projects that it supports. A financial report completes the review of 1986-1987. (RH)

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# Beyond child survival: towards a new future

Report of the Bernard van Leer Foundation 1986-1987

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# *The Origins and Development of the Foundation*

In 1919, the Dutch industrialist Bernard van Leer founded the company which was ultimately to become the Van Leer Group of Companies, a worldwide enterprise specialising in packaging materials and products, that at the end of 1987 was established in 30 countries and today employs more than 13,500 people.

As the business thrived, Bernard van Leer also turned his entrepreneurial spirit and his organisational ability to humanitarian endeavours. Among the many institutions to benefit from his generosity were: the University of Amsterdam (a hyperbaric oxygen surgical tank); the Royal Dutch Lifesaving Society (a lifeboat and boathouse), as well as a number of organisations serving the Dutch Jewish community.

In 1949 he took a decision which was to have a lasting impact on disadvantaged communities in many parts of the world. In consultation with his wife Polly and his sons Willem and Oscar, Bernard van Leer decided to bequeath his proprietary interests in the Company to a humanitarian institution he established in Lucerne, Switzerland, where he then lived.

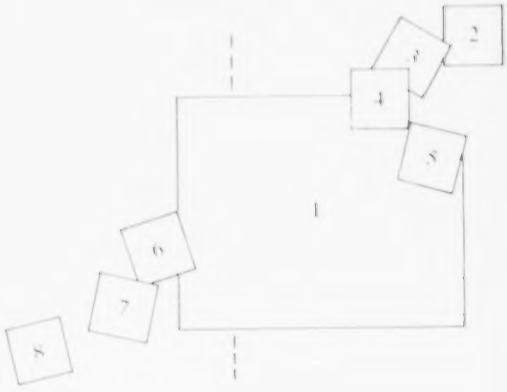
Upon his death in 1958, the entire share capital of the Van Leer Group of Companies passed to this institution, which had broadly-defined humanitarian objectives. This institution found its ultimate form in 1972 with the establishment of the Bernard van Leer Foundation in the Netherlands. This Foundation forms part of the Van Leer entity, together with the Van Leer Group Foundation, a separate legal body which actually holds and administers the share capital and accumulated reserves, and Royal Packaging Industries Van Leer, which generates the profits which make possible the work of the Bernard van Leer Foundation.

As early as 1964, the Trustees of the Foundation had begun to develop a specific focus for the activities of the Foundation. It was decided that the Foundation would 'concentrate on the learning problems of environmentally disadvantaged children and youth ... living in any country where the Van Leer Concern is established, who are impeded by the social and cultural inadequacy of their background and/or environment ... (to help them) ... achieve the greatest possible realisation of their innate intellectual potential.'

In these early years, a 'compensatory approach' dominated the Foundation's work. Even so, clear signs began to emerge of the eventual character of the Foundation's programme. Among the first generation of projects, the Early Childhood Education Project in Jamaica, designed to improve the quality of teaching in Basic Schools, began a process of development and change which has had considerable influence throughout the Caribbean, emphasising the non-formal, low-cost, community-based approach to early childhood education. Four projects in Australia were working with primary and pre-primary educators to meet the particular needs of Aboriginal children and their parents. These projects underscored what was to become a characteristic Foundation respect for and utilisation of the values and richness of indigenous, local culture.

From those early beginnings with their emphasis on fitting the child to the school, project experience has demonstrated that a more integrated approach that encourages a reshaping of the school to meet the needs of the child, the family and the community, is of more long-lasting benefit.

What began as a general philanthropic body with a broadly-defined interest in human welfare, has become a specialised institution for the benefit of socially and culturally disadvantaged children, with an extensive and still growing body of project-based experience in the field of early childhood care and education.




*Cover photographs*
*1. Peru*
*2. Brazil*
*3. Norway*
*4. Japan*
*5. Portugal*
*6. Netherlands Antilles*
*7. Mexico*
*8. South Africa*

*All photographs in this report, unless otherwise indicated, are by courtesy of the projects concerned.*

# *Beyond child survival: towards a new future*

Report of the
Bernard van Leer Foundation
1986-1987

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*The picture, painted by five-year-old Irene at the Carapongo Pronoei in Vitarte, Peru, shows the Yunsa. This is danced each year after Carnival in rural areas. 'The men and women are dancing the Yunsa, the man plays a guitar, the butterflies fly in the tree. The tree is filled with balloons and little presents hanging from ribbons. They are wearing colourful clothes.'*

Estén bailendo las señoras con los hombres para que corten le yunsa, el Señor está tocando su guitarra, las mariposas volaban en el árbol. En el árbol hay globos y pitas. Bastantes colores tiene las ropas de las señoras.

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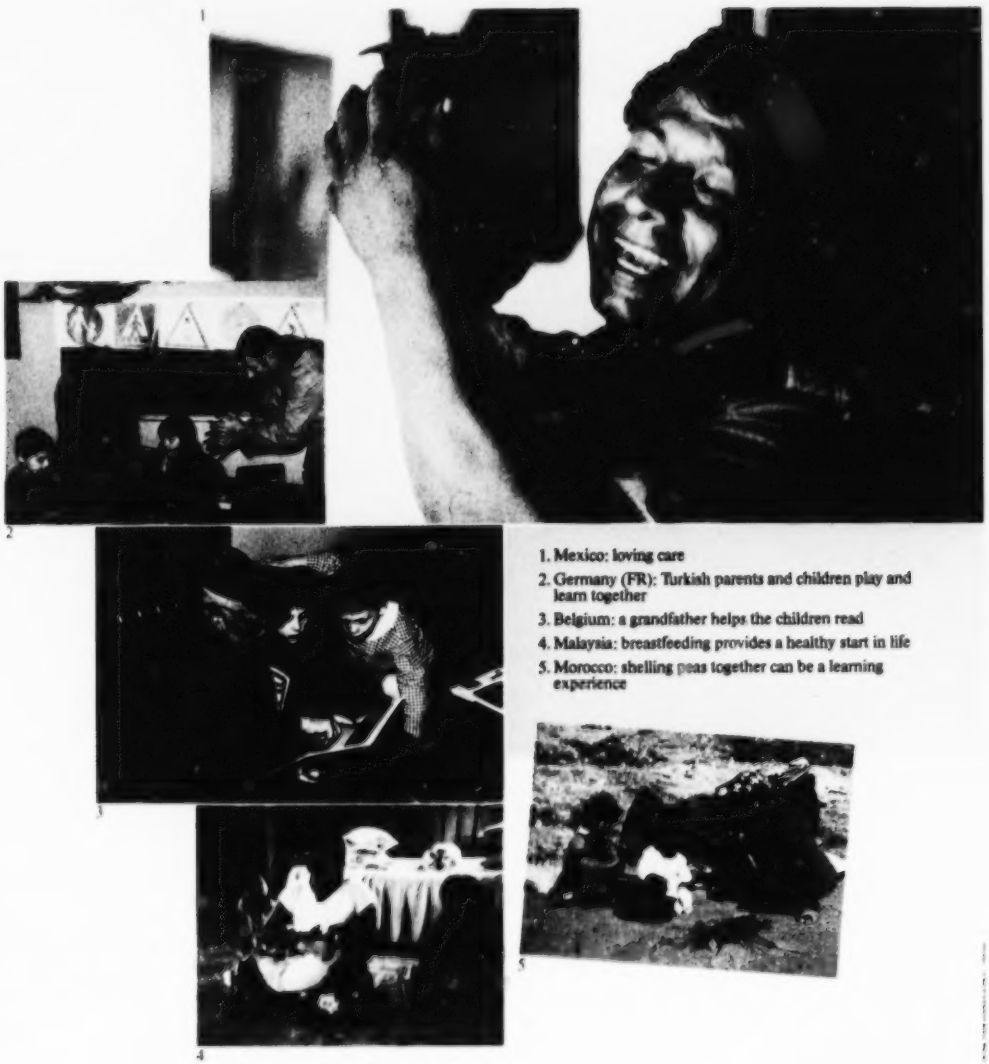
# The Bernard van Leer Foundation at work

4

The family is the key to the child's development.
A child develops best in a healthy environment, with proper nutrition, loving care, and active stimulation.

*One of a set of 12 posters about the work of the Foundation produced in 1987 in English and Spanish.*



1. Mexico: loving care
2. Germany (FR): Turkish parents and children play and learn together
3. Belgium: a grandfather helps the children read
4. Malaysia: breastfeeding provides a healthy start in life
5. Morocco: shelling peas together can be a learning experience

J. Kremers

# *Introduction by the Chairman of the Board of Trustees*

The first ever public account of the work of the Bernard van Leer Foundation was published just two years ago. Publication of the report, under the title 'Alternatives in early childhood care and education' was an indication of the growth in the maturity of the organisation, of a feeling that, after almost two decades of promoting new approaches to the education of the disadvantaged child, the Foundation was ready to make a public testimonial on its accomplishments. The Biennial Report, which covered the years 1984 and 1985, proved to be an outstanding success and contributed to an increase in public awareness throughout the world about the Foundation and its work and, above all, about its stance in the area of early childhood.

This second biennial Report covers a period in which the Foundation's programme has continued to grow, in which there has been steadily increasing confidence in the relevance of the Foundation's message, and in which the Foundation's Board of Trustees has placed even more stress on the importance of conveying that message to as wide an audience as possible.

The period under review has witnessed some historic changes in the Foundation. It saw the retirement from the Board of Trustees, at the end of 1986, of Mr Oscar van Leer, to whom a great debt is owed. Oscar van Leer was associated with the Foundation since its creation in 1949, was Chairman between 1963 and 1983, and continued to serve until 1986. He pointed the way towards early childhood as the key area upon which the Foundation's efforts should be concentrated.

There were also several changes in Chairmanship – from Dr A. van Dantzig to Professor P. Zusman in an acting capacity, and finally to myself. Throughout, however, the policy and purpose of the Foundation has remained clear and constant – to reach the young child in whatever way is most beneficial to that child in the conditions in which he/she lives. The Foundation's style is that of the imperceptible intervener, working for change in a manner respectful of all that the child knows and experiences.

The growth in the Foundation's work led to another change when, in the middle of 1987, the headquarters were moved from two canal houses to a modern office building with its own particular flair. The move from Koninginnegracht to Eisenhowerlaan was a momentous one for those immediately involved, and for others we hope that the improved facilities in the new offices will enhance the services which the Foundation is able to offer.

During the two years under review the Board of Trustees approved support for 33 major new projects and 28 extensions of projects, including dissemination and outreach phases. This amounted, in total, to a sum of approximately Dfl. 54 million in money earmarked for projects. This represents, however, only part of the total funding directed towards the needs of disadvantaged children through the Foundation's intervention. To that sum can be added an amount of approximately the same order which is available in counterpart funding and services which come from the Foundation's partners throughout the world.

It is this partnership which is the hallmark of the Foundation's operations. The Foundation is acutely aware of the limitation of what money alone can do and, correspondingly, of the limitations of Technical Assistance. The days of grants-in-aid are over, as are the days of the all-knowing international expert descending from the overnight flight with the ready-made answers to problems which are unique to each society. The Foundation's resources – monetary, people, documented experiences – can create the space and stimulus whereby local people have the possibility of bringing their own perceptions to bear on their own problems, enriched perhaps by some careful exposure to the experience of others.

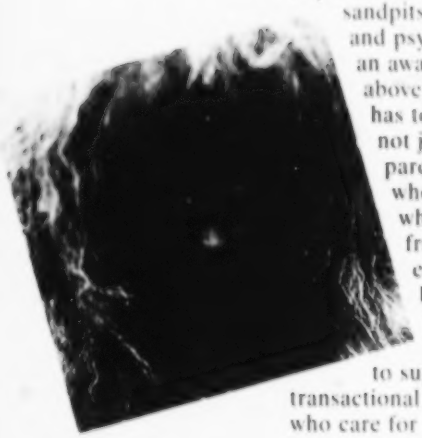
Here, I believe, the Foundation has something new to give – and to say.

The past two years have demonstrated, once again, that the range and quality of the Foundation's work hinges crucially on the quality of its staff. The fact that the Foundation is able to report further developments in its growth and maturity during this period should, therefore, be recognised as a considerable tribute to the staff in The Hague and those workers in projects throughout the international network, whose unceasing work is reflected in these pages. ■

*left: the Foundation's new office at Eisenhowerlaan 156, The Hague, to which it moved in May 1987 below: staff of the Foundation outside the new office in September 1987 (photo: Carine Welling)*

# *Programme review, 1986-1987 by the Executive Director*

Willem H. Welling



*above: a child from northern Norway, where a Foundation-supported project is working with the Saami people*

To take a world view of early childhood development implies a sometimes sharp departure from the occasionally cosy universe of sandpits and modelling clay, plastic toys and psychological stimulation. It demands an awareness that this area of education, above all others, is culturally dictated and has to be viewed in terms of the needs not just of young children, but of their parents, their families and indeed of the whole social and physical world to which the child belongs. When viewed from this perspective, involvement in early childhood development becomes a mutual process, affecting children and adults, building skills and competence in all parties so as to support and consolidate the transactional process between children and those who care for them.

The results of this can already be seen, albeit impressionistically. For example, the sight of Choco parents in Colombia, fortified by their home learning experiences, turning their hand to the successful community control of malaria; young mothers in Liverpool in the United Kingdom, living hitherto in isolation in bleak apartment blocks, developing out of their playgroup structure consumers' cooperatives on the one hand and, on the other, becoming graduates of the Open University; in Alabama, USA, organised mothers involved in community day-care reversing the State government's plans to eliminate support for day-care; in Peru, self-help community groups constructing and staffing their own schools and moving on to address problems of water supply, roads, food and hygiene; in Boston, USA, mothers working alongside professionals in community day-care, ensuring supplies of fresh food in depressed housing areas, stimulating second-chance education for parents, and addressing the thorny issue of child safety in the streets; in Kenya, parents' self-help groups constructing and staffing more than 700 pre-school centres throughout the nation, and, at the same time, including in their work food production, immunisation and craft activities; in Thailand, in the midst of the desperation of the camps for Khmer refugees, the women's groups setting up child care facilities within the setting of their own craft and food production, integrating children's learning and parental self-help.

The key is that the people we so easily label as 'disadvantaged' have taken charge of their children's and their own education and destiny and are shaping these according to their needs, not according to the priorities imposed by others.

Despite these positive trends, high rates of infant mortality, in particular, remain a shocking indictment of the world's priorities and it is right that governments and other organisations should continue to fight to bring them down. Many Foundation-supported projects, though primarily 'educational' in their original inspiration, are now incorporating primary health care, nutrition and sanitation into their work. The rationale for this approach is clear. Child survival measures must be accompanied by an equal stress on child development if the benefits of promoting immunisation, breastfeeding, oral rehydration and the use of growth monitoring charts are not to be subsequently dissipated. Child development in the context of widespread and acute disadvantage requires a focus not only on children, but also on their parents and the household economy, the mobilisation of support groups among local mothers, and the harnessing of the community's resources in the interest of improved child care.

In this context, child care and development present a new set of problems. In many societies suffering from family breakdown, where fathers have migrated in search of work, the female head of the household must take on new roles. In rural areas she must function as agricultural worker, food producer, processor and vendor as well as provider of child care. Grandmothers can no longer act as care-givers because they too must work in order to survive. The problem is how to reconcile the mother's need to work with the child's need for care at a time when traditional mechanisms of child care are collapsing. Political will combined with technical resources can make an impact on infant mortality; that is to the credit of everyone involved. But at the same time, these interventions must be allied with a longer-term approach to the fundamental question of what the world has to offer the survivors by way of educational and vocational opportunities, security of family and community life and the chance to develop fully as individuals and as contributors to society.

*right: a class in Jamaica, held under a breadfruit tree*

**development of children, their families and communities, which they themselves deliver.**

In 1986 the Foundation produced the first public account of its work throughout the world, a biennial report covering the years 1984 and 1985. The present report explores two further years in the lifetime of the institution, years of growth not so much in the volume of money invested, but in its unique character. The Bernard van Leer Foundation is in fact not a funding organisation nor a donor agency in the usual sense of these phrases. It identifies and initiates projects, supports them financially, monitors them, and offers technical and professional backing in their execution.

*above: Peru, community self-help*
*above right: Kenya, where the Foundation is supporting the National Centre for Early Childhood Education (NACECE)*

**Concern with the whole child characterises many Foundation-supported projects. This means more than the coordination of different services: it means seeing early childhood care and education as integral to the development of children, their parents, other family members and the community. The learners – whether children or adults – become the source and subject of a process of change, rather than the passive objects of educational or other services. It is a hard process for all concerned. Parents, undervalued by professionally-directed services, have to rebuild their confidence and their capacity to take charge of their own and their children's lives. 'Educators' – whether in health, nutrition or the formal education sector – have to learn to value the skills and resources of the disadvantaged.**

**The sharp message of 'child survival' raises consciousness. It mobilises resources and energises sluggish bureaucracies: without doubt, it saves lives. The Foundation makes no claim to have discovered a single, simple solution to the problems of the world's disadvantaged children. But the lessons of hard-won experience increasingly show that the issue of what happens after survival can be addressed. The message is about working together with people as resources in a non-paternalistic way, involving them in an alternative, sustainable approach to the**

**New projects are the outcome of a complex and detailed process of prospection by Foundation staff. They originate from a variety of sources, including assessments of national needs, a wide network of contacts throughout the world, as well as sometimes arising from direct applications. Before these can be translated into proposals which can be placed before the Foundation's Board of Trustees, considerable enquiries – and usually on-site visits – are conducted by staff to establish the feasibility of the potential projects, and to investigate their long-term prospects. Consultations at both local and national level are involved and inevitably the attrition rate is high: of many prospective schemes, few survive the process of prospection to proposal stage.**

**One of the distinguishing features of the Foundation is that it also seeks to learn from its own work and, increasingly, to examine the underlying processes that span the many projects in its programme. This evaluation aspect of the Foundation is not an end in itself, but links directly with its desire to communicate the findings to a wider world, and to involve itself in a dialogue about the nature and style of the intervention. Evaluation is, therefore, part of the Foundation's recognition of the need to know not only whether projects have been successful in their efforts, but also, and increasingly, to try**

and understand why they succeed, so that the Foundation can improve the quality of the support it can offer its individual projects. Such knowledge not only directly affects the policies of the Foundation but will, increasingly, be made available to the international community involved with early childhood education and care, to contribute to a wider understanding of the lessons drawn from the field.

Perhaps the most challenging aspect of the Foundation's work is that it seeks to communicate projects' findings and approaches to a wider public which is concerned with education as it relates to the disadvantaged child and family. The major task, still to be fully discharged, is that of communicating the

*above: mothers preparing food, the Grahamstown project, South Africa*

Foundation's thinking and experience among established services to the young child. We know we have a message worth conveying. There is a need to perfect the mechanisms for conveying it.

The 1986-1987 period therefore witnessed a general increase in the tempo of the Foundation's activities. The Foundation now works with 121 projects in 41 countries. It was a time of increasing contact between the Foundation and projects in the field. New national network structures emerged for the exchange of project ideas and for mutual reinforcement. The publications and media programme was stepped up considerably. The Foundation's Newsletter is now circulated to 58 countries. A synthesis of the Newsletter is produced in Spanish on a yearly basis. Seminar reports where appropriate are published in various languages. The report of the 1986 Lima Seminar was, for example, published in English, Spanish and Portuguese. The Lima report in itself was something of a best-seller having for the first time to be reprinted. A new series of Occasional Papers was launched treating particular thematic areas of concern to the Foundation in greater depth. A new film and video series has been introduced. There have been six major advisory missions and four seminars and workshops directly run by the Foundation.

The international seminar programme has been the main vehicle of communication. The pre-eminence of the parent as the child's prime educator was the theme of the Foundation's Fourth Western Hemisphere Seminar which was held in Lima, Peru, in May 1986. Participants stressed the limits of conventional pre-school strategies and spelled out the essential role of the family; achieving the healthy development (in all aspects) of young children does not, in the last analysis, depend on placing them in institutions of one type or another. Rather the issue is to secure ways of fortifying the family in its task as 'prime educator'.

A specific aspect of this theme was developed further in November 1987 by the participants at the Foundation's Third Eastern Hemisphere Seminar which was held in Newcastle, Australia. The challenges facing parents, communities and professionals in meeting the needs of children at the margin were seen to have no easy solutions. The sense of powerlessness among families and communities which have, for a variety of reasons, been stranded outside the mainstream of development, is transmitted rapidly to the children, leading to a seemingly unbreakable

*above: Afghan refugees hanging up a cradle which they have made in a refugee camp in Pakistan*

downward spiral of depression. Again, participants came to the conclusion that the involvement of communities in programmes for change is of paramount importance.

Seminars such as these play a key role in the development of the Foundation's knowledge about early childhood. By bringing together policy-makers, academics, educational planners and practitioners from varied backgrounds and cultures and pooling their knowledge and experiences, it is possible to arrive at

*Ethiopian women making educational materials as part of their training as para-professionals in the Beta Israel project in Israel*

challenges. In the case of China, a vast and diverse set of needs in the area of early childhood was presented, agreement being reached finally with the Central Institute for Educational Research in Beijing to explore jointly the training of rural pre-school workers and the support capacity of rural families. The prospects for the future in this regard are very considerable. In New Zealand, the Foundation in collaboration with the national Ministry of Education has initiated a programme for upgrading the quality of self-help day care within the Pacific Islanders' community.

Similarly in the area of refugees, the Foundation has made important new inroads – in Thailand with Cambodian refugees, and in Pakistan with Afghan refugees. The indication is that even in situations of greatest human distress, the Foundation's message that mere child survival is not enough, that care for the child must be coupled with concern for the child's development, makes sense. This would seem to be the message for the future.

I will be retiring as Chief Executive Officer of the Foundation by the end of 1988 – in fact, this Programme Review is the last to appear under my signature. Therefore I may be permitted a few personal remarks.

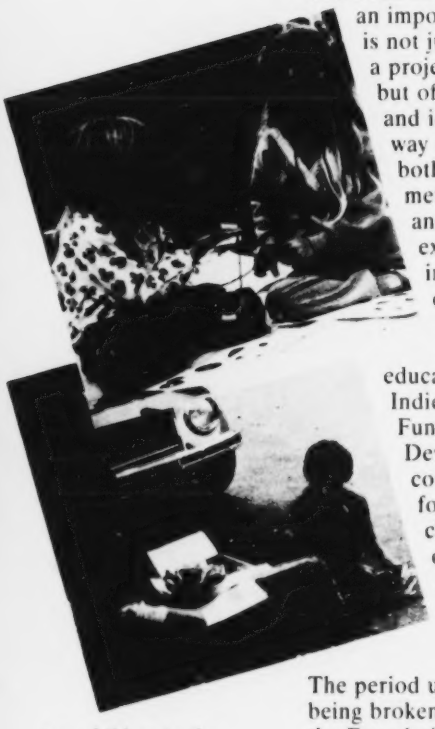
Having been associated with the Foundation for slightly more than 20 years has by itself been a stimulating and wonderful experience. Working with all those in the network associated with projects and at the Foundation's headquarters here in The Hague is unforgettable. It has been equally gratifying to work together over the years with a Board of Trustees of many talents and perspectives.

The Bernard van Leer Foundation has never built memorials in glass and stone to its humanitarian endeavour. It has invested instead, in the empowerment of and in enhancing the dignity of those many people throughout the world who find themselves in situations of often crippling disadvantage. It has committed itself to fostering, within these communities, people's own talents for providing self-help education and care for their children - arguably a more lasting way forward for humanity. These aims will remain at the heart of the Foundation's efforts.

It is for this reason that I look forward to the years ahead, confident in the Foundation's future and in the continued validity of its mission, which remains to secure new opportunities for advancement of the disadvantaged child. These children, throughout the world, can be sure that the Bernard van Leer Foundation will continue to serve as an innovator and an advocate in defence of their interests. ■

conclusions which are the results of first-hand practice, rather than of pure research.

The issue of institutionalisation has always been an important one for the Foundation. This is not just a question of the sustainability of a project after the Foundation's withdrawal but of the incorporation of the methods and ideas into existing institutions. One way of ensuring this is through training, both influencing the content and methods of existing training courses, and the setting up of new ones. Two examples of the latter have occurred in the two years under review: the establishment of an in-service Bachelor of Education degree course in early childhood education at the University of the West Indies in Jamaica and the accredited Fundamentals of Child Care and Development course in Singapore. Such courses not only provide opportunities for career advancement for early childhood workers, they establish early childhood as a fit subject for advanced level study in a context attuned to the students' own cultures.



*top: children in the project for families in caravan parks, Australia*
*above: Projeto Poti – educational alternatives for pre-school children in a deprived urban area, Piaui State, Brazil*

The period under review has seen new ground being broken. Already the geographical span of the Foundation's work stretches from Alaska in the United States to Argentina in Latin America in the Western Hemisphere, and to Australasia in the Eastern Hemisphere, covering countries of all levels of development and many different philosophies and ideologies. New operations have been started in countries such as China (PR) and New Zealand, offering different

# *The Foundation's Programme in 1986 and 1987*

## The Framework of this Report

This report on the Foundation's current programme is divided geographically into four regions: Africa, Asia and the Pacific, Europe, and the Western Hemisphere. Each regional section contains an introduction, a table of the current major projects being supported in that region, and special feature articles on specific projects which illustrate the work being undertaken.

In the tables of projects, each one is identified by the name of its sponsor – the agency (or agencies) formally responsible for its implementation during 1986-1987 – and its title. Descriptions of projects are not included in this Report but can be found in the Foundation's publication Current Programme, editions of which were published in November 1986 and March 1988.

The column headed 'initiated' refers to the year in which project activities under a Foundation grant started. The column headed 'duration' refers to the number of years for which Foundation support has been approved as of December 1987. In the case of some projects approved during 1987, the date under 'initiated' is shown as 1988.

The columns headed 'commitment in Dfl.' show the amounts of money in Dutch Guilders which have been committed by the Foundation, not actual payments. The first of these columns shows the total amount committed for all phases of the project since its inception up to the end of 1987. The second column, 'committed 1986-1987' identifies the proportion committed during the period covered by the Report. It should be noted that these figures refer to the maximum amount committed, in Dutch Guilders, at the time the project was approved by the Foundation's Board of Trustees.

The Foundation usually supports major projects for periods of three years at a time. Decisions to support a major project are taken by the Foundation's Board of Trustees on the basis of information supplied by the prospective project and by Foundation staff. In many instances, support is given for a further three year period of operations and, where applicable, approval may be given by the Board of Trustees for further phases of outreach and/or dissemination. In the summary tables of this Report these different project phases have been grouped together where applicable.

A sum totalling approximately Dfl. 54 million was earmarked during the period under review including a number of small grants which are not listed here. These took the form of contributions to humanitarian appeals in response to natural disasters in countries in which the Foundation was already active, and other small one-time grants to support work related to the Foundation's field of concern.

The major area of growth during 1986-1987 was in the Western Hemisphere where 15 new projects were approved (including four in Brazil and three in Colombia) and 10 extensions. These new and continuing projects, together with those in operation before the period under review, amount to a total of 116 major projects which are listed in the tables which follow.

The regional sections are followed by information about the activies of the Foundation's international Network of projects, including a selection of Network events which took place during the two years. The final section in this part of the Report describes publications and media which have been produced by the Foundation and by the projects which it supports. A Financial Report at the end completes the review of 1986-1987. ■

# *Africa*

The plight of children in Africa was very much in the headlines over the past two years. The famine conditions in the Sahel, the Horn of Africa and in parts of southern Africa have touched the hearts and minds of many people throughout the world as attempts were made to halt the widespread effects of starvation and destitution.

Yet underlying the headlines is the need to deal not only with the question of basic survival, but also the development of the child. Child survival and child development are two sides of the same coin, and many of the Foundation-supported projects in Africa have integrated measures to improve child health and nutrition with efforts to upgrade the provision of pre-school education.

All the African projects supported by the Foundation during 1986-1987 took as their starting point the need to involve the community and parents in planning and implementing early childhood care and education programmes.

Community involvement has also reinforced the use of local languages, cultures and traditions as a primary resource for learning materials. In Kenya, for example, the recognition that much of the material used in pre-schools was foreign in concept and content has led to the development of a curriculum which is educationally suitable and locally relevant. Teachers encouraged people in their communities to collect stories, poems, riddles and games which were then introduced into learning/teaching activities.

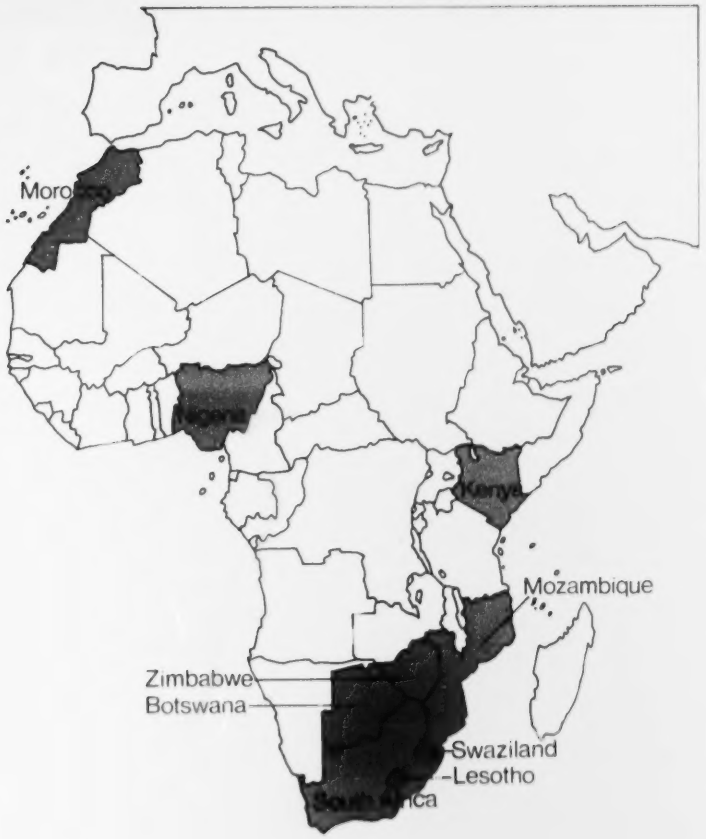
New projects have been supported in Morocco where a new approach to pre-school teacher training is being developed; and in Nigeria where community-based women's organisations are being equipped to take on a wide range of programmes including child care, parent education, improved food production and processing, and nutrition and primary health care.

In South Africa, where the Foundation has supported efforts to overcome disadvantage and injustice since the nineteen-sixties, the six existing projects, and a new seventh project initiated in 1987, have established a national network to exchange experiences and to share in training programmes. The Foundation has made a conscious and deliberate decision to continue working in South Africa, within its own field of endeavour, to counter the effects of disadvantage and injustice among young children and their families, concentrating on projects among the Black, Indian and Coloured communities. It was in South Africa that the Foundation's first deliberately planned endeavour in early childhood education in Africa was made, in the form of the Athlone Early Learning Centre. This idea was pioneered in the Cape and replicated in modified forms in Soweto, Chatsworth near Durban, and at St Mary's in Zimbabwe.

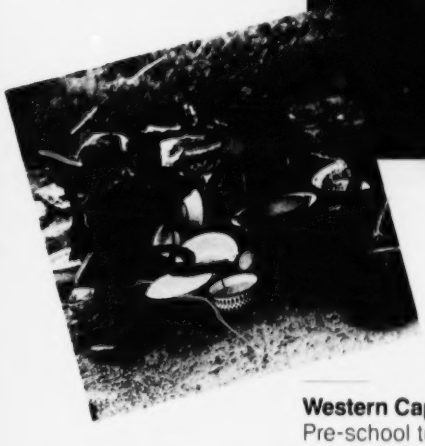
The St Mary's Early Learning Centre, supported by the Foundation from 1977 until 1984, is now run by the Zimbabwe Government, and is being utilised for training in the new project which the Foundation is supporting in that country. This ambitious programme aims to train and support pre-school workers in the more than three thousand pre-schools which exist largely as a result of self-help efforts.

*above: Mataliku, Machakos District, Kenya*

Conditions in Mozambique have reached crisis proportions during the years under review. Despite famine, drought and fighting, the government of that country is implementing a pre-school programme which is described in more detail in the special report on page 11. ■




| | Initiated | Duration | Commitment in Dfl | |
|---|---|---|---|---|
| | | | Total to December 1937 | Committed 1986-1987 |
| **Ministry of Education**<br>National Centre for Early Childhood Education (NACECE) | 1984 | 6 | 2,789,900 | 1,539,900 |
| **Ministère de la Jeunesse et des Sports & Université Mohammed V (Ministry of Youth and Sport and Mohammed V University)**<br>Pilot pre-school teacher training programme | 1986 | 3 | 925,500 | |
| **Ministério da Saúde (Ministry of Health)**<br>Community based services for young children | 1985 | 4 | 1,000,000 | 100,000 |
| **Unicef (Nigeria)**<br>Improving basic child care and child development in the early years | 1987 | 4 | 1,405,600 | 1,405,600 |
| **Entokozweni Early Learning and Community Services Centre**<br>Early learning in Soweto, Johannesburg | 1974 | 16 | 4,794,000 | 1,044,000 |
| **Community Education and Development Trust**<br>Chatsworth Early Learning Centre, Durban | 1976 | 15 | 2,607,400 | 826,000 |
| **Rural Pre-School Development Trust**<br>Ntataise experimental pre-school project for children of farm labourers, Viljoenskroon | 1981 | 10 | 953,600 | 432,900 |
| **Centre for Social Development, Rhodes University**<br>Training for early childhood care and education in Grahamstown | 1983 | 8 | 623,900 | 398,900 |



*right: Morocco, where the Foundation is supporting a pilot pre-school teacher training programme*
*below: children helping with the daily chores, Nigeria*

| | Initiated | Duration | Commitment in Dfl: Total to December 1987 | Commitment in Dfl: Committed 1986-1987 |
|---|---|---|---|---|
| **Western Cape Foundation for Community Work**<br>Pre-school training and support project (formerly Athlone Early Learning Centre sponsored by the Cape Educational Trust) | 1986 | 5 | 237,500 | 237,500 |
| **East London and Border Society for Early Childhood Education**<br>In-service training and support for early childhood education | 1987 | 4½ | 497,500 | 497,500 |
| **Community Education and Development Trust**<br>South African network coordination | 1987 | 5 | 97,500 | 97,500 |
| **Governments of Botswana, Lesotho and Swaziland**<br>Enhancing national capacity in early childhood care and education | 1986 | 4 | 1,347,800 | |
| **Foundation for Education with Production (FEP International)**<br>Pre-school, health and adult education in a rural settlement area | 1984 | 4 | 521,500 | |
| **Ministry of Community Development and Women's Affairs**<br>Rural pre-schools project | 1986 | 3 | 847,900 | |

Special report:
Mozambique

# *Children, the trampled flowers*

Since Mozambique gained its independence from the Portuguese in 1975, it has not only had to deal with the many problems left by years of negligent colonial rule, it has also faced political, military and economic pressures as well as a number of natural disasters.

The legacy of colonial rule left Mozambique with minimal health and social services which were limited to urban areas; a largely uneducated population and a lack of trained personnel; poor infrastructure within the country, except for a communications network linking the neighbouring English speaking countries with

the Mozambican ports of Maputo, Beira and Nacala; and employment restricted mainly to the lower levels, principally in the form of cheap labour for the mines and farms of South Africa.

The government's national reconstruction plan, drawn up after independence, aimed at developing a more independent economy, giving priority to the agricultural sector; extending health services to rural areas, giving priority to primary health care; and extending schooling to rural areas in an attempt to raise literacy levels. Some progress was made. Between 1975 and 1981, the number of peripheral health units rose from just under 500 to over 1,000, and illiteracy rates dropped from 93 per cent to 72 per cent.

These efforts were set back by increasing problems as a result of measures taken by the South African government to reduce the numbers of Mozambican miners given work permits to work in South Africa (from 120,000 in the early 1970's to 41,000 in 1986); and to reduce the total volume and value of goods transhipped from South Africa through Maputo. Together, these measures meant a severe loss in remittances and revenue.

At the same time, the MNR (the opposition forces fighting the Mozambican government) have been stepping up their attacks in most parts of the country. This has meant that over 40 per cent of the national budget has had to be allocated to defence, thus draining the already scarce resources available for social and economic development. This desperate situation was made even worse by a series of natural disasters: cyclones in 1979 and 1984, the worst drought in history between 1980 and 1984, followed by floods in 1985.

### Tragedy of the children

The late President of Mozambique, Samora Machel, referred to his country's children as 'the flowers that never wither'. The tragedy is that they are being trampled upon.

Almost five million people are affected by the combined effects of fighting and natural disasters and require food aid. Of these, an estimated two million are children. At least 1.5 million people have been displaced from their homes, and over 250,000 people have been forced to flee into neighbouring countries.

Thousands have died while many others, including children, have been captured by the MNR. Infant and child mortality rates are estimated to be the highest in the world, where a small child dies every four minutes. Infant mortality is 200 per thousand per year, and the mortality rate of children under five is an average of 350 per thousand per year. The continuing hostilities have resulted in the breakdown of the social fabric: disruption of health and education facilities, dislocation of families, and loss of food production.

### Official action

Little provision for young children existed when Mozambique became independent. The new government set up three types of children's centres: creches attached to factories, the Ministry of Health's children's centres, and community village centres. The factory creches cater mainly for children (0-2 years) of employees. The Ministry's children's centres are largely urban but only serve a small number of children aged up to 7 years. They give priority to children from severely disadvantaged backgrounds and of working mothers. The village centres are organised by local communities, on an improvised basis, with some financial support from the government.

Throughout the system, there is a need for training and the upgrading of skills in order to

*left: a 'green zone'*
*below: health education*

reorient a rigid imported model which is not adapted to Mozambican culture to child development based on alternative low-cost, potentially large-scale child intervention programmes. It is in this area that the Bernard van Leer Foundation is working with the Ministry of Health, which is responsible for work with children aged up to 6 years, but includes children up to 10 years old when they have no family support.

### The project

The specific objectives of the project are to set up programmes for young children in the more recently established neighbourhood activity centres; upgrade and expand the system of factory creches by both enhancing parental participation and improving the understanding and skills of the Young Child Agents (young people involved in the care of pre-school children); avoid the displacement of children in famine-affected areas by developing back-up services to families prepared to adopt abandoned children; and strengthen the skills of the professional staff at the Ministry of Health and improve their understanding of low-cost, community-based early childhood programmes.

### Neighbourhood activity centres

The neighbourhood activity centres or *locais de recreio* are set up with the help of the Directorate for Social Action *(Direcção Nacional de Acção Social)*. The directorate becomes involved when a *bairro* or district has already established an area for the centre, whether it be in the open or in a covered space. The neighbourhood activity centre aims to bring together parents and care givers to increase the child development skills of both groups. The mothers are also encouraged to participate in food production activities for the benefit of their children.

Two pilot schemes were set up in 1986 in Maputo City and Cabo Delgado province where there were the fewest security problems. The centre in Maputo City covered 30 children, aged between 3 and 5, and the one in Cabo Delgado had 60 children, aged between 2 and 5.

The personnel working in both centres are from the Organisation of Mozambican Women (OMM) who are selected by the parents of the children attending. They receive training in basic child care and hygiene. By the end of 1987, the project had reached over 7,000 children in 15 centres in five provinces and trained 60 para-professional trainers *(formadores)* and 111 monitors *(animadores)*.

### Other areas of support

The project also extends support to other child care centres in agricultural cooperatives and in the *bairros* which have been set up on the initiative of the local communities. Two of these centres are in agricultural cooperatives in Sofala Province, with a target group of more than 160 children and over 300 adults. The overall aim is to enhance the cooperative movement as well as, at the same time, improving child care services, and introducing parent education in health and nutrition.

The Bairro de Hulene (more than 100,000 inhabitants) in the suburbs of Maputo City also receives support from the project. A strong tradition of community action has resulted in the

setting up of several *escolinhas dos quarteirdes* (child centres scattered throughout the quarters of the *bairro*). There are 55 such centres serving more than 3,500 children, aged 3-6 years, who are looked after by young volunteers subsidised by the project. The parents pay a minimal fee of 100 meticais per month (approximately US$ 0.22). Each centre is the responsibility of the leader of the quarter, while parents are mobilised by the OMM and the OJM (the youth organisation).

### The green zones

Support and training is provided to creches set up by the cooperatives in the green zones *(zonas verdes)* to provide children of the members – mainly women (the men are fighting or have been killed) – with the necessary care during the day. Education in nutrition is particularly appropriate as these creches normally provide food for the children, which is at least partially produced by the cooperatives. (The green zones were set up around Maputo City when fighting cut the city off from the rural areas which made it necessary for food to be grown locally.)

*above: an agricultural cooperative in a 'green zone'*

In most cases, parents of children in the creches in the green zones are contributing 100 or 200 meticais per month from which the pre-school workers are paid and which is supposed to cover part of the costs for the food. Some of the equipment for the creches is bought through the Ministry of Health although some is supplied free by the Ministry.

### Abandoned children

Another component of the project is the support given to abandoned or orphaned children, particularly vulnerable in the provinces of Inhambane, Cabo Delgado and Sofala which had been badly affected by the fighting and the drought, and to street children in the major cities of Maputo and Beira.

Support is also provided to orphanages but the aim is to find alternatives to institutions which are seen more as an interim measure leading to adoption of the children concerned. The crux of

## *Profiles of two Mozambican children*

'**Julinho**, 6, was living with his parents in Boane, Maputo province, when insurgents attacked the area in 1984. His parents were killed and he was seriously injured. He was found and taken to hospital where he received treatment.

He was then put in a children's residential centre while efforts were made to locate other members of his family. Two years passed and no one came to claim him.

Meanwhile, a civil servant in the Police, Senhor Augustus Monasse and his wife, who already had two daughters, wanted sons very badly. The Senhora could not have any more children of her own because of her health.

They contacted the *Acçao Social* of the City of Maputo and asked about the necessary criteria for adopting a child. A meeting was arranged between them and Julinho and another boy, Augustus, also six years of age.

The boys went to live with Senhor Monassse and his wife and daughters for a trial period of six weeks. Following this, they moved in permanently with their new family in the *bairro* of Matola Gare, a suburb of Maputo City. Julinho is a happy boy now, with a brother, the same age as him, and two sisters, aged seven and 14.'

'**Faifitinani Juanario**, aged 12, has already had more than his share of war. In 1983, he was abducted in the southern province of Inhambane by the MNR while taking his father's donkey to pasture.

Januario was marched northwards to an MNR camp and he became part of MNR groups which carried out attacks in the northern parts of Inhambane. Now Januario lies in hospital, shot in the leg. He was left behind by the MNR during a shoot-out between the rebels and Mozambican troops.' ■

this programme is to materially support families who have already adopted a child (650 families) in the form of kits consisting of food, soap, clothes, seeds and agricultural tools. Follow up visits providing emotional and psychological back-up for the families are also being organised. At the end of 1987, the project was supporting 200 such children.

Research recently undertaken showed that the existence of the residential homes had the effect of discouraging the community from taking responsibility for the displaced children. It was also found that the centres lacked the infrastructure and personnel which would be needed for permanent care. From the point of view of the children themselves, it was found that those children who were separated from their families and communities recovered much more slowly from their war experiences than those who were not separated in this way.

Additional services are also needed for the street children, most of whom are under 14 years of age. There were an estimated 800 street children in mid-1987.

### Training

Much work still has to be carried out in the form of training, both at the professional and para-professional levels. So far two training courses have been held, one for the trainers *(formadores)*, and the other for the para-professional monitors *(animadores)*.

Sixty multipliers *(técnicos de infancia)* from different provinces took part in a two-week course for trainers, aimed at improving their understanding and skills in alternative care and development for children aged 0-7. The topics covered the development, stimulation and education of the young child; knowledge of the environment; methods of teaching; and the organisation and running of programmes in alternative child care.

*right: learning and caring can go together*

*above: a carpenter's workshop*

Fifty five *animadores* from the child centres in the Bairro of Hulene participated in a three-month course whose objectives were to identify the areas of training needed in their work with young children; to establish and implement an in-service training programme as a response to immediate needs; to provide the minimum training required by the *animadores* so that they could begin a programme of basic activities with the children; and evaluation of the course, from the point of view of what both the *animadores* and the children were able to achieve each day.

The participants met every Saturday morning. The activities for children included physical education, singing, music, dance, games, drawing, library, mathematics, language, model and construction, and craftwork.

The *animadores* are responsible for providing an environment in the child centres which is conducive for the development of the children. They have to ensure that the centres are clean and safe places, that the children are clean and have their vaccinations, that they understand basic hygiene, that they do physical exercises, and engage in activities aimed at developing their sensory, linguistic, mental and artistic abilities. The children are encouraged to be cooperative as well as to exercise their initiative.

A toy production manual has been published called *Vamos Fazer Brinquedos* (Let's make toys) which contains many ideas for making toys from natural and waste materials. Most of the toys which Mozambican children play with are of this form. ■

# *Asia and the Pacific*

The past two years has seen an expansion of project support in this diverse area, with the introduction of projects in the People's Republic of China, New Zealand, Japan; new projects in Australia, Malaysia and Singapore; and further support for early childhood care and education services in camps for the refugees and displaced persons in Thailand, as well as a new programme in Pakistan working with Afghan refugee mothers and their young children.

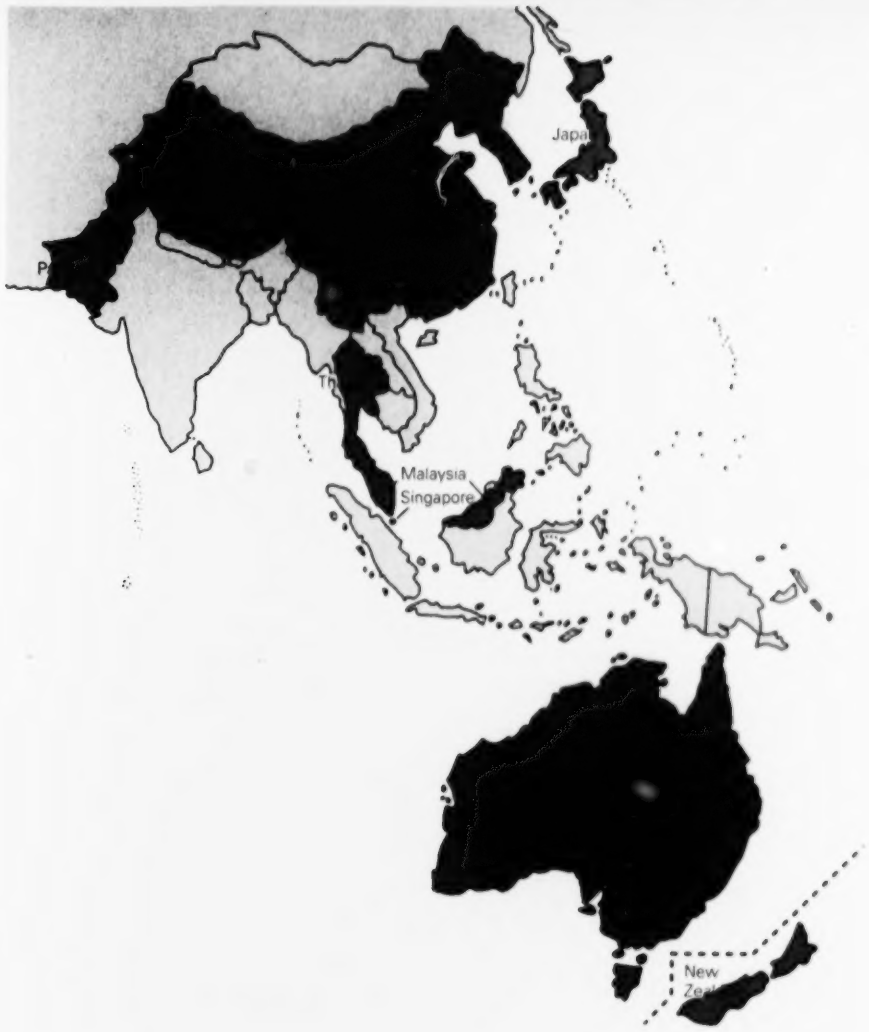
The conditions affecting the development of young children in the Asia and Pacific region vary considerably. From the increasing numbers of single parent families in the heavily industrialised setting of Japan, to the isolated and itinerant communities in the rural areas of Australia, and the difficulties of building a social infrastructure in the refugee camps in Thailand and Pakistan, projects throughout the region have concentrated on improving opportunities for children at the margin of society.

Projects in the gold mining region of Australia, Hebei Province in China, and the States of Sabah and Sarawak in Malaysia are concentrating on enhancing the capacities of isolated, rural schools and the skills of parent and community members to meet the educational needs of children living outside the mainstream of development.

In the more industrialised settings of Japan, peninsular Malaysia and Singapore, children are growing up in the midst of rapid change in family and social organisation, with families often forced into a marginal position by social and economic pressures. Foundation-supported projects are emphasising the need to enhance the quality and availability of pre-school education and day care through the development of low-cost alternatives to traditional institutional approaches. The two projects supported by the Foundation in Singapore are described in the special feature on page 19.

In both Australia and New Zealand, projects are working with the children of minority groups who have not benefited from the affluence of the majority of the population. The Aboriginal Training and Cultural Institute is working in three communities in northern Australia where family and community-based activities to improve the care and education of young Aboriginal children are planned and implemented by the members of those communities. In New Zealand, where an influx of people from the many small islands in the Pacific has occurred over the past 40 years, a project has begun to develop and strengthen early childhood education in the Pacific Islander communities. Both these projects, as well as projects in Malaysia and Singapore, are facing up to the challenge of multilingual and multicultural education.

Despite the wide range of settings within which the Foundation-supported projects in the area are working, they exhibit several common features, including an increasing emphasis on parent and community participation and the need to address the disadvantaged child's educational and other developmental needs in a holistic manner. An international workshop on child and adolescent development, hosted by the Institute of Education in Singapore, and an international conference on community involvement in the care and education of young children, organised by the National Trades Union Congress of Singapore, both held in 1986, provided an opportunity for Foundation-supported projects to explore these themes. In 1987, the Third Eastern Hemisphere Seminar on the topic 'Children at the Margin: a Challenge for Parents, Community and Professionals', held at the Newcastle College of Advanced Education in Australia, extended the inter-project discussion on this important theme. (A brief report of this seminar appears on Page 61.) ■




| | Initiated | Duration | Commitment in Dfl | |
|---|---|---|---|---|
| | | | Total to December 1987 | Committed 1986-1987 |
| **Aboriginal Training and Cultural Institute (ATCI)**<br>Leadership and management for aboriginal early childhood education | 1983 | 5 | 1,812,700 | 814,700 |
| **Newcastle College of Advanced Education**<br>Community-based services for families in caravan parks in the Hunter Valley region of New South Wales | 1986 | 3 | 691,800 | |
| **Lady Gowrie Child Centre**<br>Early childhood and social support for isolated families in New South Wales | 1987 | 3 | 831,000 | 831,000 |
| **University of Western Australia**<br>Educational support for children of itinerant families in the Goldfields Region of Western Australia | 1987 | 3 | 374,800 | 374,800 |

| | Initiated | Duration | Commitment in Dfl: Total to December 1987 | Committed 1986-1987 |
|---|---|---|---|---|
| **Central Institute of Educational Research (CIER) and Qin County**<br>Development of a system of training and on-the-job support for pre-school education in rural areas of China | 1988 | 3 | 616,600 | 616,600 |
| **Shakaifukushi-Hojin Betaniya Home (Social Welfare Council, Bethany Home)**<br>Services for mothers and children in refuge centres | 1986 | 3 | 564,400 | |

*left: Children at the Bethany Home, Tokyo, Japan*

| | | | | |
|---|---|---|---|---|
| **Kementerian Pelajaran, Jabatan Pelajaran, Sabah (Ministry of Education and Sabah State Education Department)**<br>Upgrading teaching in rural multiple-class schools | 1981 | 9 | 647,100 | |
| **Kementarian Pelajaran, Jabatan Pelajaran, Sarawak (Ministry of Education and Sarawak State Education Department)**<br>Learning enrichment for rural schools and communities | 1982 | 5 | 731,400 | |
| **Kementarian Kebajikan Masyarakat (Ministry of Welfare Services)**<br>Alternative child care services | 1984 | 3 | 1,024,000 | |
| **University of Malaya, Faculty of Education**<br>Malaysian child development study | 1986 | 3 | 328,700 | 328,700 |
| **Department of Education**<br>Anau Ako Pasifika: non-formal early and family education for Pacific Islander communities in New Zealand | 1987 | 3 | 1,025,600 | 1,025,600 |
| **Ministry of Education**<br>Family development in isolated communities, Gulf Province | 1983 | 5 | 574,800 | |

| | Initiated | Duration | Commitment in Dfl: Total to December 1987 | Commitment in Dfl: Committed 1986-1987 |
|---|---|---|---|---|
| **Stichting Vluchteling (International Rescue Committee)**<br>Early stimulation and family education for Afghan refugees in rural areas in Pakistan | 1987 | 3 | 816,900 | 816,900 |
| **Institute of Education**<br>Study of the cognitive and social development of pre-school children | 1983 | 6 | 1,023,500 | 658,100 |
| **National Trades Union Congress (NTUC)**<br>Upgrading the quality of child care services | 1985 | 3 | 374,000 | |
| **National Trades Union Congress (NTUC)**<br>Alternative child care services in high-rise buildings | 1986 | 3 | 1,038,900 | |
| **United Nations High Commissioner for Refugees (UNHCR) and Redd Barna (Save the Children Fund, Norway)**<br>Alternative education and care for refugee children | 1984 | 4 | 986,600 | |
| **United Nations Border Relief Organisation (UNBRO) and Redd Barna (Save the Children Fund, Norway)**<br>The Khmer Women's Association on the Thai/Kampuchean border | 1986 | 2 | 484,100 | 484,100 |

*above: Afghan refugees in Pakistan*
*above left: the entrance to a caravan park, New South Wales, Australia*

Special report:
Singapore

# *Changing the face of child care*

During the day, the vast high-rise housing estates of Singapore – home to nearly 80 per cent of the country's 2.6 million people – reverberate with nearly all the typical sounds of urban life: the whirr of traffic, the bangs and thuds of construction work, the drone of aeroplanes flying overhead, the distant hum of factory production, the occasional burst of birdsong and the cries of domestic animals. Yet one sound is often missing from this urban orchestra: the shouts, squeals and laughter of young children at play in the open green spaces which abound in most of the housing areas.

Most Singaporean parents, particularly those who live on the upper floors of the high-rise apartment blocks, are understandably reluctant to let their young children play unsupervised. This, together with government policies to encourage young families to have three children, and to encourage women to return to the workforce to lessen the country's dependence on imported labour, have all contributed to an increased demand for more, and better, child care facilities. The government predicts that by the end of the 1980s, some 26,000 children will be using child care services. By the end of 1986, capacity at nearly 100 child care centres was just under 6,000 places, more than double the capacity at the beginning of 1984.

### Trade union involvement

Many organisations operate both private and public child care facilities ranging from creches right through to comprehensive centres which provide a full pre-school curriculum. One of the largest organisations, in terms of numbers of children receiving comprehensive care, is the National Trades Union Congress (NTUC). Founded in 1961, the NTUC, a federation of trade unions in Singapore, is primarily engaged in improving the wages and working conditions of workers and enhancing their economic and social status by raising productivity through the promotion of good industrial relations. It has a total membership of some 200,000, representing approximately 25 per cent of the workforce which is subject to negotiated settlements on wages.

The NTUC itself plays an active role in improving the living standards of workers in Singapore through a series of cooperatives and units it has established. Among these are a low-cost insurance cooperative, the country's largest taxi cooperative, a chain of 30 supermarkets offering a fair price for consumer essentials, and a dental care service. The NTUC also founded the Consumers Association of Singapore, and its Child Care Services Unit manages 12 child care centres.

Ong Teng Cheong, Second Deputy Prime Minister, and Secretary-General of the NTUC, put the work of the child care centres into perspective when he said, 'children are the potential force that will shape the destiny of Singapore's future. It therefore makes sense for us to be concerned with issues that influence the quantity and quality of the nation's resource – our children. Whatever they become depends a great deal on the kind of environment and support they and their families enjoy in the wider social framework.'

### Training programme

The Foundation supports three projects in Singapore – two of them managed by the NTUC – which all deal with child care. The first, a training programme, has served to strengthen the skills of staff working in child care centres. The Kallang Bahru centre, one of NTUC's oldest and largest centres, serves as a training and demonstration centre, with a fully equipped training room that can handle up to 60 trainees, although the optimal figure is usually no more than 30 at a time. An observation room allows trainees to watch child-staff, child-child and child-object interactions in the centre itself, an important facet of training. As Dr Khoo Kim Choo, the project director, points out, 'a training institute without a fully functioning child care centre may fall into the trap of training in a vacuum. A training centre within a functioning child care centre is able to provide training that understands and takes into consideration the daily difficulties and problems in the running of the child care centre – the problem of inadequate funding and therefore the need for low cost aids, the shortage of staff and therefore the need for ingenious regrouping and use of self-help activities. In other words, such a centre is able to train within the reality of the child care situation.'

A training library at Kallang Bahru houses films, videos and more than 2,500 reference and children's books related to child care, administration, child psychology, and interaction with parents. The centre also has a carpentry workshop as well as an ample supply of raw materials to make low-cost teaching aids and play equipment.

The project has developed a five-level training strategy for staff, which includes a two-week orientation programme for all new staff; a three-month course in the fundamentals of child care and child development; workshops and refresher courses; specialised modules for staff involved in working with infants, toddlers and pre-schoolers; and advanced courses for senior staff. In all more than 300 staff were trained during 1986.

## *Enthusiasm for learning*

A group of 30 children watched attentively as the teacher at one of four pre-schools at the Tampines housing estate in Singapore displayed the poster with the day's topic for the oral English lesson. It was 'living things', and the poster portrayed drawings of trees and flowers. Soon the children were naming the objects as the teacher pointed them out.

When the 20-minute lesson drew to a close, it was time for the arts and crafts session, and the children put on their aprons. The teacher asked them to paint or draw one of the things they had seen in the earlier lesson. One five-year-old girl soon had bright and bold colours on her previously clean sheet of paper. When she was asked what she was painting, her eyes widened and the single word 'tree' was blurted out. She waited for a moment for the sign of acknowledgement that she had said it correctly, then put her hand over her mouth, giggling shyly.

*below: the pre-school in Tampines which bases its curriculum on the informal interaction method developed by the Institute of Education*

At this pre-school, the teachers were following the informal interaction method that the Institute of Education's project to improve the cognitive and social development of pre-school children was recommending as a good learning model. Rather than relying on a traditional form of teaching where subjects are placed in distinct categories, here the objective is to utilise all the various activities to reinforce educational messages. Thus, through art and crafts, songs, music and dance, and outdoor play, the children are able to gain stimulation from their environment. The oral and written English and Mandarin Chinese sessions, and the mathematics tasks are given new life as the children discover the main concepts in less formal ways.

Amy Chong, the supervisor of the four pre-schools at Tampines, has responsibility for 45 staff and some 2,700 children. The pre-schools run four sessions a day, each of two hours duration, for the five- and six-year-old children. She and three-quarters of her staff have taken part in the Institute's training workshops, which were found to be of great benefit.

'The workshops are very animated, and there's a great deal of fun and enthusiasm, although the extra work and extra time involved is a cause of some complaints from the staff. But a lot of

*above: a small girl paints a tree at the pre-school in Tampines*

ideas come out of the workshops, their own ideas, and the staff become motivated to try them out. This helps to build the self-confidence of the teachers.'

The parents, too, are beginning to take an interest in what is occurring at the pre-schools. At every pre-school, a small collection of parents and grandparents can be seen peering in the open windows, watching carefully the activities of their children. The teachers and Amy Chong have two theories about why this happens. 'The parents are very protective. Some of it could be that they are not completely sure about this new approach. Before, the children all had lots of homework, practicing writing and reading. Now, some parents ask, "why so much play? Every day, play, play, play". We explain that play time is when the children have a chance to express themselves, and that's very important. Slowly they are beginning to understand that. And the other part could be that perhaps the parents want to learn as well, when they see their children learning new things.' ■

A new satellite training centre is being set up which will help to decentralise the training programme. At the same time, micro-training sessions at individual centres are being focused on specific areas. For example, if the centre has a poor repertoire of songs and rhymes, emphasis is given on improving the repertoire.

### Community participation

In an effort to extend child care facilities to lower income families, the NTUC launched a new project in 1986 to develop community child care facilities. This is based on a tripartite model in which the government, the NTUC and the community each play a role. The government contributes the capital costs and recurrent subsidies to the centre; NTUC provides the expertise in operating the centres, all necessary training and professional input; and the community provides support, feedback, volunteers and community resources.

The involvement of the community helps to lower fees for the centre because trained volunteers and community resources cut down costs. The community also has a major say in the quality of service provided. Individual

community members have an opportunity for self-development through their roles in planning, decision making and problem solving in relation to the centre, and, as a whole, the community becomes closer and more cohesive through sharing a common goal – the provision of high quality child care.

The first of the community child care centres – the Bukit Merah Centre – opened in 1986 with a second centre, in Yishun, planned to start in 1988.

### Institute of Education

An important factor in the development of better child care services has been the work of the Institute of Education which trains all teachers in Singapore. It undertook a Foundation- supported study which has provided the first comprehensive data on the social and cognitive development of children in Singapore. Forty pre-school centres and a total of 3000 children were involved in the three-year study, which found that basic skills, particularly verbal and social skills, were weak among children from working class families. The fact that such children generally have no choice but to attend less well-equipped pre-schools, reinforces their lack of preparedness for primary school.

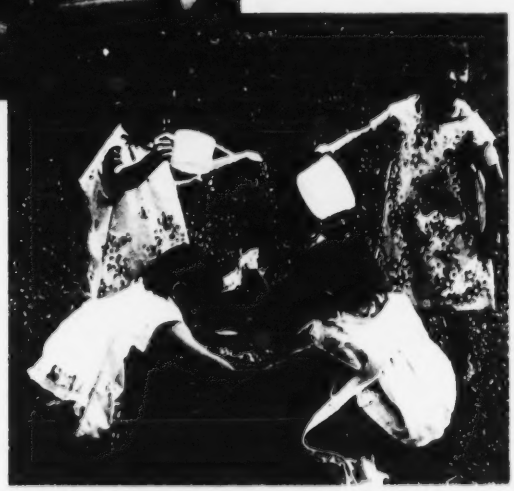
The implications of this are crucial in a highly competitive society such as Singapore, where children, on the basis of academic performance at eight years of age, are placed in different streams, determining their academic careers and even long-term life chances. Another important finding was that children learn best when classroom activities are not highly structured, but that teacher control is essential for effective learning to take place. This reinforced the conclusion that the quality and training of teachers are important, even at the pre-school level. The study also found that the mother is the most influential person in a child's early development.

Project director, Dr Ko Peng Sim, says that 'the results allow us to say: "this is what our children are like", instead of having to rely on data from Europe, Australia or the United States.'

In a follow-up to the first phase of research, the Institute tested two different intervention models designed to improve cognitive and social skills among children in 10 pre-schools. This has been reinforced by seminars and workshops aimed at both educators and the general public to explain the implications of the research. The seminars, conducted in both English and Chinese, have proved popular, with attendances increasing from about 100 to more than 380 at a seminar in October 1987, where the seminar room was filled to overflowing. Plans are being made to disseminate the findings even further, through publications and the mass media.

In addition to feeding the results of the research into the Institute's regular pre-service and in-service courses for teachers, special training workshops have been set up for pre-school supervisors and teachers. In the case of the supervisors, the objective is to equip them so they can, in turn, conduct workshops for staff at their own centres.

In future years, the Institute, in recognition of the importance of parents as the prime educators of young children, plans to develop programmes which will help to empower parents so that they and the teachers can work together to ensure the continuity of children's education, both in school and at home. ■



## *Involving parents and the community*

When Jean Loone placed her five-month-old son at the Kallang Bahru Child Care Centre in Singapore in 1982 in order to return to full-time work, the centre was a gloomy, very institutionalised place with a shortage of learning and play materials for children. The staff had very little training and turnover was high. Parents had almost no involvement with the centre and the relationship between parents and staff was either indifferent, suspicious or downright hostile.

*right: father and child*

By the end of 1987, as part of a project run by the National Trades Union Congress (NTUC) to upgrade the quality of child care centres, Kallang Bahru was transformed into a bright and cheerful environment for young children. Colourful displays of children's work and creative teaching aids developed from low cost materials adorn the walls and shelves throughout the centre. The staff have undergone an intensive series of training courses and workshops to enable them to provide a supportive and stimulating programme of activities for the children. Now when parents come to collect their children at the end of a day, they linger and observe the children at play, chat with the teacher and take time to look at the children's work. A Parent-Teacher Group (PTG) has been set up, which has organised workshops and talks about the selection of reading material for the children, health and nutrition, discipline and a wide variety of common problems and issues. The parents also help to operate a toy and book library, a garden, and spend time making teaching aids for the centre.

Mrs Loone, the chairperson of the PTG, has played an active part in that transformation. 'There has been lots of change. The facilities have improved, there are better toys, more arts and crafts, more emphasis on teaching aids. The staff have improved and the turnover has decreased. There is much more interaction between the parents and staff, and a better understanding on everyone's part.'

Madame Leong Siew Lan became the supervisor at Kallang Bahru in October 1985, when there were only 60 children in the child care programme. By 1987, enrolment had increased to more than 100 children. The Kallang Bahru centre is sited near an industrial area of Singapore, and most of the children's parents are factory workers. Madame Leong said that it was very difficult to start the PTG. 'At first, the parents were very wary, but then they saw that we wanted to work very carefully and closely with them. At first, all we got was complaints, complaints. Now we are in mutual agreement about the best ways to help the children.'

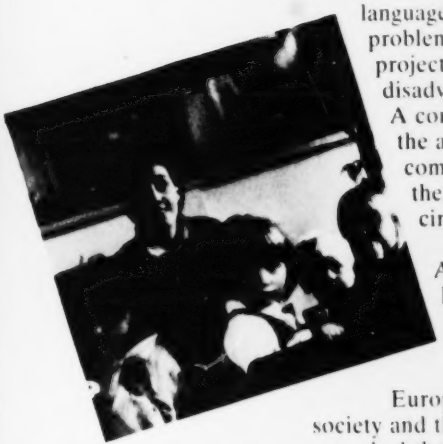
Irene Goh, a former chairperson of the PTG, and the person who set up the book/toy library, said that the centre had the 'full cooperation of most parents. When parents get involved, things happen for the better.' Among the changes she could identify was the impact on the children. 'The children are very outspoken now, full of self-confidence. Most children treat the centre as a second home. They enjoy coming to the centre more than anything else. The centre is not based so much on studies, but on learning through play, so children are not so frightened. Whereas before, they were sometimes afraid to come.'

Madame Leong pointed out that primary school principals had commented that children who had been to child care before starting primary school were less likely to cause problems in class. 'They've learned how to share, they've been taught to take turns and share, and develop other social skills.'

Project director Dr Khoo Kim Choo says 'there is tremendous pressure from Singaporean parents for their children to do well academically. One of the things we found from the parents is they don't know what to do with children at home, so homework was seen as essential. Now we try to involve them and show them other activities such as singing, rhymes, reading. We break down the concept of learning through play for the parents and show how it works. Parental involvement is important in that.'

'I think parent involvement is a key area which we've pioneered in Singapore. But it requires a lot of work, not only with parents, but also with staff. Only when the staff begin to see the benefits does understanding begin to occur. Where the PTG is stable and mature, we don't have to play a large role in centre management. Parent involvement is the key to enriching children's lives. It's not all smooth going. there are still complaints, but parents are more willing to discuss.' ■

# *Europe*



*above: a pre-school in Stadskanaal, The Netherlands*

Projects in 12 European countries receive Foundation support. Although the countries embrace a wide range of levels of development, languages, and social and cultural problems, the main difference between projects relates to definitions of disadvantage in differing circumstances. A common focus for all the projects is the attempt to improve family and community education to the benefit of the pre-school child in marginal circumstances.

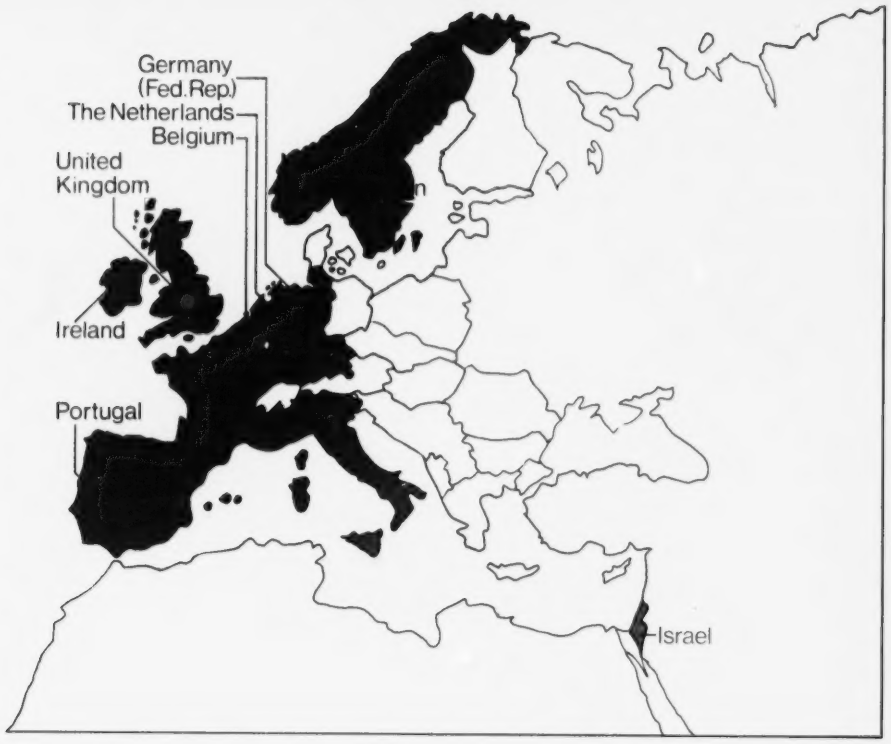
A major theme in many of the European projects has been the endeavour to address, through education and positive social action, the indisputable fact that Europe has become a multicultural society and the old homogeneities which provoked the traditional nationalism have gone for ever. Through its work the Foundation has sought to address the multicultural issue in France with immigrants from the Maghreb, in West Germany with Turkish immigrants, in Israel with immigrants from North Africa and Ethiopia, in The Netherlands with Turkish and Moroccan immigrants, in Portugal with immigrants from former Portuguese colonies, and in Sweden where immigrants and their descendants make up one-seventh of the Swedish population.

At the same time, Europe possesses many old, indigenous, non-mainstream cultures. Children from these cultures have been the victims of the unthinking drive towards ill-conceived national norms. Projects in Norway and Sweden, working with Saami communities, have helped to make use of the language, culture and environment of the local people as positive resources for learning by young children. Concern with indigenous minorities has also led to projects in Ireland, Wales and Scotland. The project in Gaelic-speaking Ireland is described in the special feature on page 33.

Europe, too, has its rural areas, particularly in the southern part of the continent, where educational and employment prospects are poor, and social support systems suffer from neglect. Projects in Italy, Portugal and Spain have demonstrated that efforts to stimulate community self-reliance can succeed in meeting the needs of children, while also encouraging the search for solutions to the wider problem of underdevelopment. The special feature on page 29 describes these efforts in the context of Milan in Italy.

Two projects in the United Kingdom, operating in different settings, have served to reinforce the message that parents and the community have a key role to play in early childhood care and education. In the Western Isles of Scotland, which include many small and isolated communities, a highly-praised community education project has helped to establish 52 pre-school playgroups run by parents. During 1987, an association of the parents' groups took on the responsibility for strengthening the playgroups and improving communications and training among the parents of young children in the Western Isles. In an inner city area of Edinburgh, also in Scotland, characterised by poverty, high unemployment, poor housing and ill health, an under-fives centre established at the Craigroyston Community High School has improved the educational prospects for young children, and helped to strengthen the self-concept of many of the mothers who are involved in its operation.

Throughout the 1986-1987 period, as projects in individual countries gained increased experience, several national networks were formed to facilitate the exchange of information and skills. Meetings in Israel, Italy, Portugal and Scotland were held to discuss the common features of the work of the projects in those countries, while in the UK, a major seminar on child development, organised by the Bristol Child Development Project, was held in 1987. ■




| | Initiated | Duration | Commitment in Dfl: Total to December 1987 | Commitment in Dfl: Committed 1986-1987 |
|---|---|---|---|---|
| **Université de Liège, Laboratoire de Pédagogie Experimentale (University of Liège, Laboratory of Experimental Pedagogy)**<br>'Atelier – 7' support and training programme | 1980 | 6 | 1,375,700 | |
| **VZWB Vormingscentrum voor de begeleiding van het Jonge Kind – (Centre for training in the care of the young child), Ghent**<br>Flemish training and resource centre | 1985 | 3 | 772,600 | 72,600 |
| **Université de l'Etat à Mons, Faculté de Sciences Psycho-Pedagogiques (State University of Mons, Faculty of Psycho-Educational Sciences)**<br>Projet Départ: regional training programme in family education | 1985 | 3 | 717,800 | |
| **Association Collectifs Enfants-Parents (ACEP)**<br>Involvement of parents from underprivileged milieux in parent-run pre-school centres | 1986 | 3 | 1,221,000 | 1,221,000 |
| **Forschungsgruppe Modellprojekte (Research Group for Model Projects), Essen**<br>Early childhood and parent education in the Turkish community | 1985 | 3 | 950,000 | |
| **Udaras na Gaeltachta (State Development Agency for Gaelic-speaking Regions)**<br>Parent-based early childhood education for Gaelic-speaking Ireland | 1980 | 8 | 2,081,600 | 155,000 |

| | Initiated | Duration | Commitment in Dfl: Total to December 1987 | Committed 1986-1987 |
|---|---|---|---|---|
| **Eastern Health Board and Child Development Unit, Bristol University (UK)**<br>Parent-based early childhood education in deprived environments | 1983 | 3 | 580,000 | |
| **Eastern Health Board and Child Development Unit, Bristol University (UK)**<br>Traveller parent education and support programme | 1985 | 3 | 749,500 | |

*left: sheep-shearing in the Western Isles, UK*

| | | | | |
|---|---|---|---|---|
| **The Jerusalem Foundation**<br>Early childhood and community education in the Old City of Jerusalem | 1979 | 11 | 3,143,800 | |
| **Municipal Council of Sderot** (formerly sponsored by **Sha'ar Hanegev Regional Council and Community Psychology Counselling Services)**<br>Education and community development in an industrial community | 1981 | 7 | 1,418,200 | |
| **Renewal Department of the Jewish Agency**<br>Early childhood and family development in the greater Tel Aviv area | 1982 | 8 | 2,279,000 | 1,394,000 |
| **Pinchas Sapir Regional College of the Negev, Ashkelon**<br>Education and community development in Merchavim region | 1984 | 4 | 530,900 | |
| **Pinchas Sapir Regional College of the Negev, Ashkelon**<br>Community and educational project for Beta Israel (Ethiopian immigrants) | 1985 | 6 | 2,375,000 | 1,198,000 |

| | Initiated | Duration | Commitment in Dfl: Total to December 1987 | Commitment in Dfl: Committed 1986-1987 |
|---|---|---|---|---|
| **Trust for Early Childhood Family and Community Education Programmes**<br>Early childhood and community education in Arab communities | 1985 | 6 | 2,645,500 | 1,589,800 |
| **Trust for Education and Community Project, Acre**<br>Early childhood care and education in an integrated Arab/Jewish community in Acre | 1986 | 3 | 1,326,000 | 1,326,000 |
| **Commune di Limbiate, Centro Documentazione Scuola (Municipality of Limbiate, Educational Resource Centre)**<br>Upgrading of teachers and school-home-community links | 1979 | 9 | 987,000 | |
| **Istituto per la Promozione dello Svillupo Economico e Sociale (ISPES) (Institute for Economic and Social Development)**<br>Community learning system for isolated rural areas, Mingardo, Southern Italy | 1979 | 7 | 1,947,600 | 29,600 |
| **Commune di Milano, Ripartizione Educazione (Municipality of Milan, Education Department)**<br>Community-based alternatives to institutional day care – Tempo per le Famiglie | 1985 | 3 | 650,000 | |
| **Istituto per la Promozione dello Svillupo Economico e Sociale (ISPES) (Institute for Economic and Social Development)**<br>Early childhood and community education in Basilicata, Southern Italy | 1986 | 3 | 1,380,000 | |
| **Education Department, Molise Region**<br>Retraining cultural workers for early childhood development roles | 1987 | 3 | 651,400 | 651,400 |
| **University of Bologna**<br>Community-based early education for children 0-6 years in dispersed rural areas in the Po Delta | 1987 | 3 | 834,700 | 834,700 |

*below: a mother trying out materials with her children, the project for early childhood and community education in Arab communities, Israel*

*right: mothers renovating a building which is to be used as a creche, France*

*left: Portugal, the project run by the Institute of Development Studies*

| | Initiated | Duration | Commitment in Dfl: Total to December 1987 | Committed 1986-1987 |
|---|---|---|---|---|
| **Gemeente Maastricht (Municipality of Maastricht)**<br>Creativity-based curriculum development in kindergarten and pre-school | 1981 | 4 | 1,015,000 | |
| **Gemeente Haarlem (Municipality of Haarlem)**<br>Bicultural education for immigrant mothers and children | 1981 | 6 | 2,231,200 | |
| **Museum voor het Onderwijs (Museum of Education)**<br>Programme for the young child | 1985 | 3 | 730,000 | |
| **Universiteit Amsterdam, Stichting Centrum voor Onderwijsonderzoek (University of Amsterdam, Centre for Educational Research)**<br>Creation of professorships | 1986 | 5 | 375,000 | |
| **Stichting het Kind in de Buurt (Child and Neighbourhood Foundation)**<br>Support for young families at risk | 1985 | 3 | 1,310,000 | |
| **Nordlands Forskning (Nordlands Research Institute), Bodø**<br>Bicultural early childhood education | 1984 | 6½ | 2,291,300 | 1,403,100 |
| **Instituto de Estudos do Desinvolvimento (Institute of Development Studies)**<br>Obstacles to the educational success of young children | 1983 | 5 | 1,180,900 | 572,900 |
| **Centro Regional de Segurança Social de Lisboa (Lisbon Regional Centre for Social Services)** (formally sponsored by **Ministry of Labour and Social Services (Ministério do Trabalho e Segurança)**<br>Projeto Amadora: alternative care and education for the young child and family | 1985 | 3 | 538,200 | |
| **Instituto Politécnico de Faro (Polytechnic Institute of Faro, College of Education)**<br>Early childhood and community services in the Algarve | 1985 | 3 | 817,700 | |

| | Initiated | Duration | Commitment in Dfl | |
|---|---|---|---|---|
| | | | Total to December 1987 | Committed 1986-1987 |
| **Fundación General Mediterránea (General Mediterranean Foundation)**<br>Pilot centre for rural education in Galicia | 1979 | 6 | 1,138,700 | |
| **Fundació Mediterrània (Mediterranean Foundation)**<br>Community involvement in early childhood education in Andalucia and dissemination | 1977 | 10 | 2,174,400 | |
| **Generalitat de Catalunya (Regional Government of Catalonia)**<br>Alternatives in early childhood education in depressed urban areas | 1988 | 3 | 1,093,600 | 1,093,600 |
| **Luleå Universitet (University of Luleå)** (Formerly sponsored by **University of Umeå)**<br>Multicultural education for young children in Northern Sweden | 1979 | 11 | 2,822,200 | 832,700 |
| **Statens Invandrarverk (National Board of Immigration), Norköping**<br>Early childhood education for refugee and minority populations | 1985 | 3 | 1,351,200 | |
| **Western Isles Islands Council**<br>Proisect Muinntir nan Eilean (Community Education Project) | 1976 | 10 | 2,142,100 | |
| **University of Bristol**<br>Parent and health visitor child development project | 1979 | 10 | 2,534,000 | 76,500 |
| **Community Education Development Centre, Coventry**<br>Family Education Unit | 1980 | 6 | 1,706,400 | |
| **Lothian Regional Council**<br>Under-fives centre at Craigroyston Community High School | 1980 | 8 | 2,433,700 | |
| **Strathclyde Regional Council**<br>Partnership in education | 1983 | 6 | 2,789,200 | 1,407,900 |
| **University of Aberdeen, Department of Education**<br>Family education for mothers and young children | 1986 | 3 | 1,048,700 | |
| **Mudiad Ysgolion Meithrin (MYM) (Welsh Pre-schools Association)**<br>Bicultural early childhood education, South Wales | 1986 | 3 | 1,125,200 | 1,125,200 |
| **Queen's University, Belfast**<br>Community-based support for parents and children, the 123 House | 1987 | 3 | 455,700 | 455,700 |
| **Community Education Development Centre, Coventry**<br>Early childhood education support programme | 1987 | 5 | 1,549,300 | 1,549,300 |
| **Guth nam Parant (Voice of the Parents)**<br>Promotion of parental and family self-help in support of the young child, Western Isles of Scotland | 1987 | 3½ | 310,000 | 310,000 |

Special report:
Italy

# *Family time in Milan*

*Mother: I hear about this service and am interested.*
***Must** I enrol?*
*Family Time: No.*
*Mother: **Must** I have a medical check-up?*
*F.T.: No.*
*Mother: When **must** I come?*
*F.T.: When you want, during the hours when we are open.*
*Mother: **Must** I notify you first?*
*F.T.: For now, no.*
*Mother: How long **must** I stay?*
*F.T.: For as long as you like*
*Mother: Could I even stay today?*
*F.T.: Certainly.*
*Mother: **I am amazed!***

*This mother's first child was in a day care centre and she regularly visits 'Family Time' with her younger daughter.*

*Tempo per le Famiglie* in Milan ('Family time') opened its doors in early 1986 and has become an informal drop-in centre where parents can get together and bring their children with them. It is open for a few hours a day. It does not require regular membership or regular attendance. Largely because of this low- key approach and its open, flexible style, the Centre has managed to attract mothers who are shy, insecure and isolated – a group who are the most neglected and who have the greatest need for support and guidance.

The Centre offers anyone who takes care of children (parents, grandparents, brothers, sisters, baby sitters) the chance to meet each other, spend time together, discuss common problems, and participate in activities with their children with the guidance of the staff. It also offers parents the opportunity to leave their children in a safe place for a few hours with people they know and trust.

## Isolation

Like any other big city, Milan suffers from problems of indifference and anonymity and a lack of the traditional social networks. The support of the extended family has disappeared as families become more nuclear. They have to turn to educational and social services whose ideologies and methods they do not share. Values are imposed on them and they are not encouraged to express their own ideas and needs. In any case, such services are targeted mainly at so called 'high risk' families. It is the families in the 'grey area' whose needs are not met.

These parents (mainly mothers) who do not know how to express their problems and needs require guidance and support both in learning communication skills and in their emotional development. They are also isolated from each other as there are very few spaces in the city where adults and children can either safely or conveniently meet. For such parents, the child becomes the centre of their world, an increasingly private concern.

Although Milan has an outstanding reputation for providing kindergarten schools covering some 95 per cent of the child population between 3 and 6 years of age, the needs of children under 3 years and their families are inadequately met. Only nine per cent of these children (less than 3,000) can be accommodated in the city's 65 day care centres, and they are largely children whose mothers are working. The day care centres are costly and cannot be reproduced on a large scale. Nor, it is argued, is it necessarily the best solution for young children and their families. No provisions exist for children from disadvantaged working class families whose mothers are home-bound and isolated and most in need of support.

## Low-cost alternative

*Tempo per le Famiglie*, supported by the Foundation since August 1985, has evolved into a low-cost flexible alternative to the day care centre, based on family self-help and para-professional involvement, combining education and other support services.

The children attending have to be accompanied by a member of their family or a baby sitter. The premises are designed to allow free play as well as large group and 'corner' activities. Mothers and other care givers are free to participate in children's activities, to observe their child at play, or simply to read and chat. This ritual 'tea talk' is a time when educational or other problems can be raised with staff members. Project director, Dr. Susana Mantovani, describes the style of the project as 'one of respectful listening, in order to establish informally, a good relationship between parents and professionals'.

Before these families can help themselves, they have to be encouraged to express their needs. Reorientation on the part of the professionals (the social workers) is of primary importance in order that they learn to recognise that the family represents the irreplaceable learning context for the young child, and the stability of the family is significantly determined by the educational style and communicative processes used by the parents.

These professionals are taking on the role of trainers of parents who will, in their turn, become para-professionals. At the same time, a network of baby sitters is developing. The result

**Maria, a mother aged 39**

When I received the letter about Tempo per le Famiglie, I thought, 'too good to be true'. I came to the Centre with mistrust. I had a 27 month old daughter named Francesca, and I was expecting Marta. Francesca attended the Centre from the very beginning, and now, Matteo, my son of ten months has joined her. Next October, Marta will enter kindergarten and I'll go back to work. I'm a nurse at San Paolo Hospital.

The Centre has helped me to talk about my fears and anxieties. It was an important support in my relationship with my eldest, Francesca. I would say a technical support. It was here that I came to realise my role as a mother, which isn't inborn, as people often believe. Moreover, I had a glimpse of the problems of other mothers, and I 'discovered' my neighbourhood. I've lived in the same street for 14 years but I didn't know anybody before I came to the Centre. Now, walking around, I see many familiar faces. The Centre has given us a feeling of solidarity even outside the premises.

For my three children too, this has been a valuable experience. If I want Marta to hurry up, I have only to say, 'come on, let's go to the Centre.' And she is ready in no time. It's one thing to meet people in the park where it's impossible to establish a real relationship, and quite another to come here. The only problem is that the Centre has become too well known and too many people want to come. There's not enough room. Other centres like this should be opened in all parts of Milan.

*above: Nadia and her daughters*

**Nadia, a mother aged 28**

I come from Egypt and I live in Milan with my two children. I'm often alone. I heard about the Centre from the pediatrician at the Consulate. Last October, I started coming here, out of curiosity. I met other mothers and their children. I learned to play with them. I didn't expect much, but I was pleasantly surprised at feeling well accepted. It was like being at home.

My eldest child likes to come here. She learns lots of things, like putting her toys in order. She's speaking better Italian now and even corrects me when I make a mistake. Being alone at home drove me crazy – it made me tense and I beat her. Now I feel more relaxed and she too, is more confident, and less fanatically attached to me. The other mothers have helped me as well. They came to see me when I was in hospital having my second child. I no longer feel alone.

**Riri, a child care worker at the Centre, aged 43**

I came to work at the Centre when it opened in February 1986. Before that, I worked at the Unmarried Mothers' House in Via Pusiano in Milan, and following that, in a nursery school. To me, this experience at the Centre sums up all my career. Here, it's different from the nursery. At a nursery school, you are alone with the children because parents as a rule are working people. Here you find both adults and children together. It's up to you which of the two – mother and child – needs more of your help.

There's the mother who entrusts you totally with her child and chooses to stay with other adults. We let her do as she likes in the beginning but there comes a time when she will stay with her child and we teach her how to cope in this revised role. At the Centre I can observe the dynamic relationship between mother and child. I've plenty of time to watch, which I didn't have at nursery school.

If I should go back to work in a nursery now, I'd devote more time to mothers. I remember a little girl who called me 'mummy' and her mother, Riri. It took me months of talking with her before I could sort out the confusion. There are not, and there cannot be fixed behaviour patterns. One family is different from another. The anxieties of some mothers are often linked to our own anxieties.

The work is emotionally demanding but very satisfying. I consider it as the best opportunity in my whole working life.

**Carla, a child care worker at the Centre, aged 27**

I came to the Centre after seven years in a nursery school. What attracted me was the chance to relate with mother and child together. At first, I was scared. The novelty of it made me uneasy but I grew out of it. It was difficult to get used to the mother's presence. Before, if a child wanted attention while I was talking with its mother, I stopped talking altogether. The child came first. Now they are both as important to me. Both can share my time and attention.

Besides, I got used to mothers from different walks of life, some culturally very different from

*left: Carla, at work in the Centre*

my own. Before, I had difficulty understanding a housewife, finding it easier to talk with a working mother. But now I don't need this affinity before I can talk to a person.

Probably next year, other Centres will be set up in Milan and we'll train the staff for these new places. I wouldn't dream of leaving, even if my work has increased and my salary has not.

**Rita, a babysitter aged 30**

I'm a graduated teacher but I'm working as a babysitter while waiting for a job in a primary school. I look after two children, one in the morning and one in the afternoon. I bring them both to the Centre.

I first came here two years ago. I've learned how to play with children and got ideas on different activities suitable for them. Even the meetings and discussions are useful. At school, I didn't learn much about child care – here I've learnt it in the field. Giovanni, one of the two children I babysit, first came here with his mother, then with me. I'd like to work here as a childminder.'

**Monica, a babysitter aged 22**

I've been attending the Centre since it opened. My mother received the letter advertising this new initiative. I'd qualified as a teacher and was waiting for a job in a primary school, so I started babysitting.

I brought the girl I was looking after four mornings a week. She likes the place a lot and she's made great progress since the beginning. For me, it's a terrific opportunity. Home's a solitary place for a babysitter and a child – the same as for a mother and her child. Coming to the Centre has solved this problem of solitude.

Here I've been able to put into practice the child care theory I'd learnt at school. What I like most here is that I can look after other children besides the one I'm babysitting. She's now two and a half years old. I'd like very much to continue working here. ■

is a mixed system of day care, family participation, parent-run groups, and supervised child minding.

### Empowering mothers

Mothers are being 'educated' in two main ways: first, in their discussions and comparisons of their own experiences with their children, the professionals help them to formulate their educational goals; second, they learn to observe their children, and from this to plan developmental activities for them, again with the help of the professionals.

The counselling activities planned originally are moving towards exchanges where participants are encouraged to look for their own answers. The visible results are that mothers are more interested and competent in dealing with their children and more assertive about their own possibilities. In addition, batches of adolescents are being trained in child minding, with the project keeping a list of trustworthy youngsters who could babysit.

Mothers drop into the Centre at times that suit them best. Many are either involved in group work with other mothers (parents' groups) or in activities with their own children and other children (play groups), or both. The staff play a facilitating role where possible, such as suggesting relevant discussion themes and providing some structure to the discussions. If parents ask specifically they can receive ad hoc psychological and educational counselling but complicated cases are referred to specialists.

The dynamism of the project can be seen in the way responsibility is being handed over. The part-time project team is increasingly delegating the monitoring of activities and parent education to the regular staff employed at the Centre who, in turn, are gradually leaving the organisation of children's play-groups completely in the hands of the mothers.

### Baby-sitters

At the same time, the Centre is also providing training and educational support and links to people who take care of children. They have already conducted four baby sitters' courses at another centre, the Free Time Centre, for young people (16 and older) who want to take care of children. More than 100 trainees have completed the course. *Tempo per le Famiglie* provides the teachers, and the possibility for supervision of on-the-job training both at the Centre and at the homes of mothers who offer to help.

At the beginning, children's attendance at the Centre varied between eight and 20 each day. By the end of 1987 over 150 children and their mothers, fathers, grandparents, older siblings or childminders could be found several times a week in the Centre, taking part in a range of activities. In contrast, a traditional day care centre with a staff of 12 educators and five support workers only caters for 60 children, with no participation from the families.

The Centre is catering to more than 300 of the 2,000 families with children aged under 3 years who live in this inner city area, one of Milan's 20 districts. Some 20 per cent of the families served by the Centre are genuine 'problem' families who are not normally reached through the day care centres or other existing services.

A survey of the families attending the Centre in November 1986 found that the majority of the children attending (76 per cent) were aged between 1 and 3 years. Only two per cent were over three while 22 per cent were under one. Nearly two-thirds of the children were brought to the Centre by their mothers while only two per cent were brought by their fathers. Baby sitters brought 17 per cent of the children while the others were brought by grandparents, aunts and uncles, and siblings. The backgrounds of the parents were mixed, reflecting the mix in the area where the Centre is situated. Some 24 per cent of fathers and 17 per cent of mothers were professionals and teachers, while 55 per cent of fathers and 29 per cent of mothers were blue-collar workers.

There is no comparable experience to *Tempo per le Famiglie* in Italy and the education authority of the city of Milan will be working with the project for another three years to 'refine and institutionalise the model as well as to develop the original centre as a demonstration and training base in order to disseminate this model to other areas in the city.'

*left: the child care Centre*

## The future

The plan is that the model will be institutionalised as a **new** form of early education in Milan's education system and be transferred to three other settings with different characteristics and needs. The training programmes for the professionals and para-professionals working in this type of facility will be further developed and refined.

At the same time, the Centre will provide support and training to other centres which have a similar approach, including limited support to initiatives outside Milan. Already 20 municipalities throughout northern and central Italy have approached the project for technical assistance. Training will also be extended to the staff of day care centres and kindergartens which the city wishes to make more flexible and open to parent involvement.

Meanwhile, the popularity of *Tempo per le Famiglie* continues. This is best demonstrated by the 'sticking mothers': mothers who continue to come to the Centre even though their children have reached the age of four and are now in pre-school. As one mother requested, 'Elisa goes to kindergarten now so she doesn't need to come any more, but can I?' Yes, she can, and furthermore, the Centre will train her to become a para-professional childminder, giving her the opportunity to contribute from her own experience.

*Tempo per le Famiglie* is constantly entering new fields, and continually discovering new insights and possibilities for the families. It has been aptly described as a 'focus for innovation'. ■

Special report:
Ireland

# *A quiet revolution*

An unusual kind of revolution is going on in the remote Connemara region of Ireland. For the first time ever, mothers' (and fathers') involvement is being sought in the education of their children. This dramatic change can only be fully appreciated against the background of profound isolation and neglect that has been experienced by these communities.

The holiday-maker's view of Connemara on the west coast of Ireland is a romantic one – white stone houses and thatched roofs, quaint inhabitants, rugged cliffs, wild rolling bogs and purple mountains – in short, a captivating beauty.

But it is precisely the isolation, the scarce and dispersed population and the neglected infrastructure that have contributed to a people suspicious of the outside world, where facilities of every sort are completely inadequate, and where mothers are fighting a lonely battle bringing up their children on their own.

### The Gaeltacht

Connemara is one of the *Gaeltacht* areas, where Irish is primarily spoken; the others being Kerry, Mayo and Donegal, all in the west of the country. Today, out of a population of 3.5 million, some 55,000 speak Irish as their main language. Although the Irish language was losing ground in certain parts of the country in the 1970s, the reverse is happening now and Irish is gaining in strength.

Irish is the language spoken at home in the *Gaeltacht* whereas English is used elsewhere. It is this conflict of languages, and the failure to make special provision for this, that has further contributed to the barren environment faced by mothers and their children in these areas.

### The project

The project – Parent-based early education for *Gaeltacht* children – began in 1981 and is now completing its second phase. The first phase until 1984 focused on community-based action embracing broad and multiple aims within a small area. In its second phase, the project concentrates on early childhood education and active parental involvement over a wider geographical area, through the use of home visiting and a programme of pre-entry to primary school.

The isolation faced by mothers in the counties of Connemara and Kerry, where the project is in operation, cannot be over-emphasised. Both social and medical services are appalling with very few doctors, no midwives, one public health nurse for a large area, and one social worker when available. Hospital and special medical care can only be found in cities miles away.

Many mothers reported that their babies were born in the ambulance on the way to the clinic. Alcoholism remains one of the major problems in these areas with its inevitable consequences such as battered women, child abuse, and so on.

### Home visiting

One of the most important features of the project today is the home visiting scheme, which began with a pilot programme limited to a small area in 1985. This followed the failure of the earlier *naionrai* (small scale play-school) experience which was complemented by home visiting. The distances, the inclement weather, the time, and the expense were too daunting for such a scheme to succeed.

After a total of 60 visits, the two field workers employed by the project got agreement from 16 out of the 32 mothers they visited to participate in the scheme, but none of them were prepared to act as visitors themselves. As the visits continued, it gradually became clear that the mothers were unwilling to take on the role of visitor because of their lack of confidence and commitment. The project staff were also seen as people with professional expertise, despite their best efforts to avoid giving such an impression.

During the pilot phase the field workers became convinced that only a mother from the locality who understands the aims and objectives of the scheme, and is willing and able to act as a home visitor, can do the job well. She can explain the scheme to other mothers in the area and persuade them to take part in it.

The field workers became aware that certain aspects of the mothers' personalities adversely affected their child rearing practices. They had poor self images and a narrow concept of their role as mothers of young children, seeing it almost exclusively as a caring role. They also lacked the ability to see that they could make a valuable contribution to their children's education from early infancy irrespective of their own educational attainment.

Armed with the experience of the pilot phase and with clearer ideas of the problems and possibilities of such a scheme, the project staff decided to test it in a sample of six areas in the autumn of 1986. By the middle of 1987, a total of 17 mothers were visiting some 200 homes in three of the sample areas in Connemara and Kerry. Each home visitor was visiting 12 to 25 families once a month. In West Kerry alone, five mothers were visiting 95-100 per cent of all mothers with young children.

*right: a home visit*
*below: a children's book produced by the project*

In each area the project staff had been able to make direct contact at an early stage with potential visitors. Having gained their interest, they persuaded them to talk to their neighbours about the new idea and its purpose. Mothers now meet outside the context of the home visit, sometimes without the home visitor being present.

### Pre-entry programme

The pre-entry programme is aimed at parents of children who are about to begin primary school, but it can be adjusted and extended to parents of children at junior and senior infant levels. The pre-entrant materials are assembled by both teachers and parents and are used by parents with their children at home so that they can acquire some basic skills before the 'shock' of entering school.

Both parents and teachers work together in the production of curriculum related materials, the teachers working overtime on a voluntary basis. Groups of teachers from eight schools are meeting with parents every two weeks for two hours in the evenings. Parents are also collaborating in other aspects of curriculum development which reflect the child's own social environment. An example is the 'Atlantic project' which traces Connemara's links with the sea, particularly its historic boat building schools.

There is a need for culturally relevant materials in Irish and materials from Dublin have to be adapted to local circumstances and also translated into Irish. Moreover, in the *Gaeltacht* itself, the Irish language has local variations.

This home-school link is being strengthened in a variety of ways: home visiting by teachers; individual parent consultations with teachers at school; parental participation in school projects; and meetings and workshops for parents on special topics such as health, education or curriculum.

### Remedial teachers

The project's remedial teachers have played a significant role in the initiation and development of both parent-oriented and teacher-oriented activities, and in changing the attitudes of parents and teachers towards each other's roles in the education of young children.
The first remedial teacher, whose appointment was sanctioned by the Department of Education to support the project, found that the problem of educational retardation in the area could not be

## *About the pre-entry workshops*

*A pre-entry workshop*

'Having sent my first child to primary school five years ago I was very disappointed that the classroom situation was so traditional. This year I sent my second child to the same school and imagine my surprise when the school invited parents to be involved in workshops which would help parents and their children prepare for school. I noticed that the classroom looked more attractive than it had five years ago. At the workshops, we parents talked about our four-year-olds who would be starting school in September. The teacher was very interested in listening to us and learning all that she could about our children. We made materials together such as simple story books, scribble pads and collected suitable rhymes.' *(a parent)*

'After many discussions with the other teachers, I decided to get my parents involved in workshops. The thought of these workshops frightened me and I really did not know what I expected of the parents, what good would it do them to participate, what good would it do the children? I found on the night of the workshop that the parents were very interested and asked many questions about school and they showed a willingness to help their children. When the children came to school two months later, I could not believe the difference between them and the children who came last year. To these children, their first day at school was the most natural thing in the world. I knew then that this was the best idea we ever had and now I could see the great potential of these parents and that we could work together as a team.' *(a teacher)* ■

*above and right: home visits*

solved by a teacher operating the standard remedial programme. Instead, a more comprehensive appproach was necessary, emphasising preventive measures. This requires increasing the involvement of teachers with the problem, and more effective support from parents at home.

As the programme develops, there is an increasing tendency for the remedial teacher to provide guidance and support for her colleagues in the schools rather than giving all the remedial lessons herself. In this way, she is able to devote more time to the organisation and direction of activities aimed at parents and teachers and provide support for a substantially larger number of schools and teachers.

**Positive changes**

The project has come a long way, after what seemed like insurmountable problems at the beginning. Ingrained attitudes and prejudices reinforced over the years are finally being broken down. Mothers are beginning to accept the visitors into their homes and they are beginning to realise their own potential in helping their children's development. Teachers are learning to accept and appreciate parents' involvement in their children's education. Local resources are being tapped in the production of educational materials.

Existing services such as the Education Department and *Udaras na Gaeltachta* (the agency responsible for the protection and development of the *Gaeltacht*) have come to realise that the involvement of mothers is essential to any development of the communities in the *Gaeltacht* areas which have their own particular needs. Unless official services take these into account, they will have no effect on these communities.

The project, known as *Muintearas na Oilean* (people of the islands) comes under the wings of *Udaras na Gaeltachta*. In the past, *Udaras* mainly provided capital investment such as housing, fisheries development, and small industries. This is the first time it is supporting such a human development project as *Muintearas*. Foreign investment, as elsewhere in Ireland, has only brought jobs for a limited number of years. The companies moved on when the period of tax advantages expired.

*right: Aine, a home visitor, using a computer to support children's development and complement their school work*

### Dissemination by radio and video

A revolution is also going on in the dissemination of the scheme through the Irish-language local radio network. Following initial publicity when some of the home visitors and mothers were interviewed, both project staff and radio personnel are producing a training course which will be broadcast.

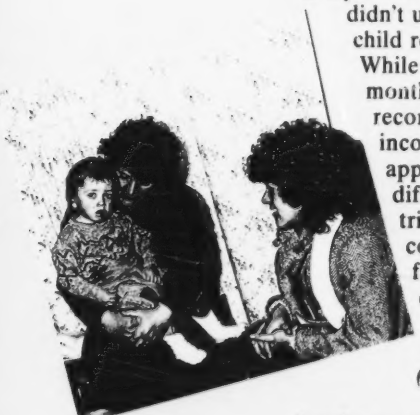
Video is increasingly popular for obvious reasons: the isolation of the communities and the lack of entertainment facilities, very little of which is in Irish. The project sees video as a crucial medium for dissemination and has approached *Udaras* for financial support in the production of video programmes. Two general videos, explaining the work of the project, have already been made.

### The future

The foundations have been laid but they need further development and strengthening. The different government departments involved have become aware of the potential of the project and are now willing to contribute in their respective areas. The Department of the *Gaeltacht* is shifting policy from capital investment towards human development; the Department of Education is involved in the pre-entry programme and the home-school link; a speech therapist, a social worker and a psychologist – all from the Western Health Board – are already working with project staff on an ad hoc basis.

From isolation and neglect, there are now signs of hope for these communities. ■

## *Mothers and visitors speaking*



'I find it easier now to make progress during my visits to this family. Initially this mother didn't understand her own role in tackling child rearing problems or difficulties. While we discussed various themes from month to month, not a lot of progress was recorded because this mother was inconsistent in trying out an agreed approach. Now having discussed a difficulty during the visit, and having tried out an agreed approach consistently all during the month, she found it worked. She is now more confident and more open to discuss her child rearing practices and experiment with new approaches.'
*(Triona, home visitor)*

'I woke up to a dark and dreary morning and I knew I would be housebound for the day. My day brightened somewhat for me when I remembered that Aine, our home visitor, would be visiting us today.'
*(a mother)*

'I look forward to your visits because during the visit I get an opportunity to speak to you about my children in the Irish language. I'm not afforded this opportunity very often because I am regarded locally as a "blow in" who has no Irish.'
*(a mother)*

'I noticed on my visit to Family 17 that the mother was feeding Heinz Baby Dinner to her 14 month old child. I suggested that good wholesome food (giving examples) would be better for the child. The mother thought that the child was too young for this type of food but agreed to try out some of my suggestions during the coming month. '
*(Aine, home visitor)*

'Since last month's visits, two of the fathers have been forced to emigrate to England and America respectively. On visits to families no.12 and 10, I found the mothers to be depressed, lonely and overworked.'
*(Aine, home visitor)*

'This mother admitted that she used the television as a babysitting service to keep the children out of her way. I noticed that each time I visited, the television was constantly switched on. Following our discussion, she selected suitable television programmes for her and the children, discussing the programmes' content with the children. She agreed to switch off the television occasionally.'
*(Bernie, home visitor)* ■

# *Western Hemisphere*

From the Arctic tundra of Alaska to the shanty towns of Buenos Aires in Argentina, the Foundation's work in the Western Hemisphere covers a broad spectrum of settings. During 1986-1987 approval was given for support for 15 new projects to challenge the disadvantage facing children in this region.

Nearly 20 per cent of the population of Latin America and the Caribbean are children under ten years of age. More than half of these children grow up in conditions of extreme poverty, many suffering from malnutrition and poor health. The scarcity of educational, health and other services characterises both the rural areas and the growing poverty belts around major cities. In the United States, reductions in social welfare expenditures, recession and a growing gap between the privileged and the underprivileged have left many more groups of people vulnerable to social, educational, cultural and material deprivation.

The Foundation's earliest involvement in this region was in the Caribbean through support for the Basic Schools programme in Jamaica. These community-based pre-schools, which originated in the nineteen-thirties, represent the efforts of parents to provide at least rudimentary education services for their children, using whatever resources they can mobilise. Foundation support has encouraged a focus on preparing the children for life, rather than the earlier emphasis on simply preparing for school, which was the original concept behind the Basic Schools programme. This approach has also been successfully demonstrated by Servol (Service Volunteered for All), a Foundation-supported project in Trinidad and Tobago (see Special Report, page 50).

The Foundation has worked with the Social Centre in Dominica and is now supporting a project which is focusing on the needs of teenage parents and their children. A project in the Netherlands Antilles and Aruba is concerned with upgrading the quality of care and education for children aged 0 to 4 years, focusing both on institutions and the family.

The Foundation's focus in South America has been on the development of low-cost, alternative approaches, which mobilise family and community resources together with the improvement of existing services and increased coverage through new approaches. The emphasis is on children's total development, including health and nutrition, and the encouragement of culturally relevant concepts, practices and materials through curriculum development. The training of para-professionals and the retraining of conventionally-oriented professionals to enable them to respond to the challenge of non-formal, community-based programme initiatives, has been a specific feature.

In both Colombia and Peru, the Foundation-supported projects have been successful in upgrading the quality of pre-school education and care in the areas where they were operating, and are now being used as models for national programmes. The work being done in the Costa Atlántica area of Colombia is described in the special report on page 45. In Argentina, projects have been concerned with the development of home-based early education in depressed urban and rural settings, and the upgrading of primary education. In Venezuela, para-professional *promotores* have been used to work with communities in the *barrios* of Caracas to encourage better child rearing practices, while a new project will undertake a similar approach in more rural areas. In Brazil, a network of nine projects is concentrating on home and community-based, non-formal approaches to pre-school education which address the child's total development rather than being confined to overcoming school failure.

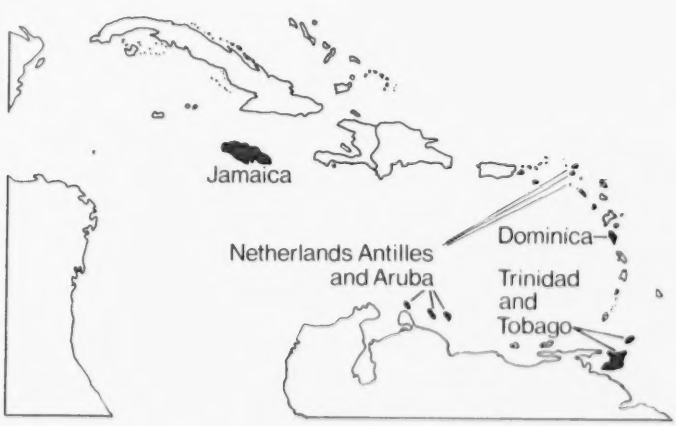
The growing number of projects in Latin America, and the increasing amount of information and educational materials being produced by them, has led to the establishment of a resource and documentation centre, based at the *Centro Internacional de Educación y Desarrollo Humano* (CINDE) in Colombia. The Centre will collate, extract and circulate reports, articles and other specialised materials within Latin America.

The Foundation's work in Central America began in Nicaragua in 1981 with a project to train locally recruited para-professional pre-school teachers to develop low-cost early childhood and parent education initiatives in the rural areas in the north of the country. In Mexico, a Foundation-supported project is extending the coverage of a national pre-school

programme to reach indigenous Indian, rural and marginal urban communities.

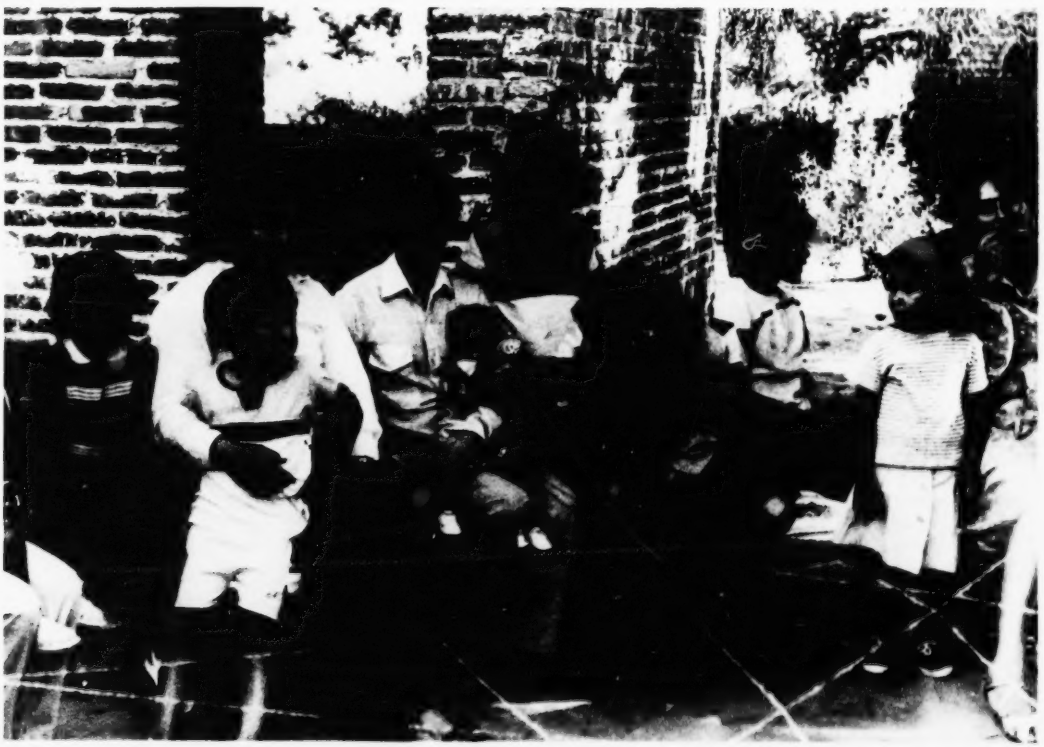
In the United States, the Foundation's focus has been on the empowerment of parents and communities to develop their own resources and build up individual and collective consciousness of their ability to support their children's development. Projects are working with indigenous minorities such as Indian and *Inuit* (Eskimo) communities; teenage parents in run-down neighbourhoods of New York; Hispanic families in the State of New Mexico; families living in acutely deprived environments such as public housing in parts of Boston and the rural areas of Appalachia; and educationally-disadvantaged Black families in the Deep South.

The concept of the parent as prime educator, which is expressed in practice by the projects in this region and elsewhere in the Foundation's worldwide programme, was reinforced at the Fourth Western Hemisphere Seminar, held in Lima, Peru in 1986, which took this theme as its topic. Other opportunities for project staff to share experiences and exchange ideas occurred in 1986 at a workshop involving all the Foundation-supported projects in the United States, and at a 1987 meeting in Recife, Brazil, which brought together representatives from all the Brazilian projects. ■



| | Initiated | Duration | Commitment in Dfl: Total to December 1987 | Commitment in Dfl: Committed 1986-1987 |
|---|---|---|---|---|
| **Centro de Investigación y Promoción Educativa y Social (CIPES) (Centre for Research in Educational and Social Development)** | | | | |
| Chaco parent education programme | 1979 | 9 | 1,844,800 | 451,600 |
| **Consejo General de Educación, Provincia del Chaco (Directorate of Education, Chaco Province)** | | | | |
| Proyecto MEVAL-Resistencia: curriculum renewal and retraining elementary school teachers | 1981 | 5 | 1,391,300 | 19,300 |

*right: the Chaco parent education programme, Argentina, playing a game of 'cobweb'*



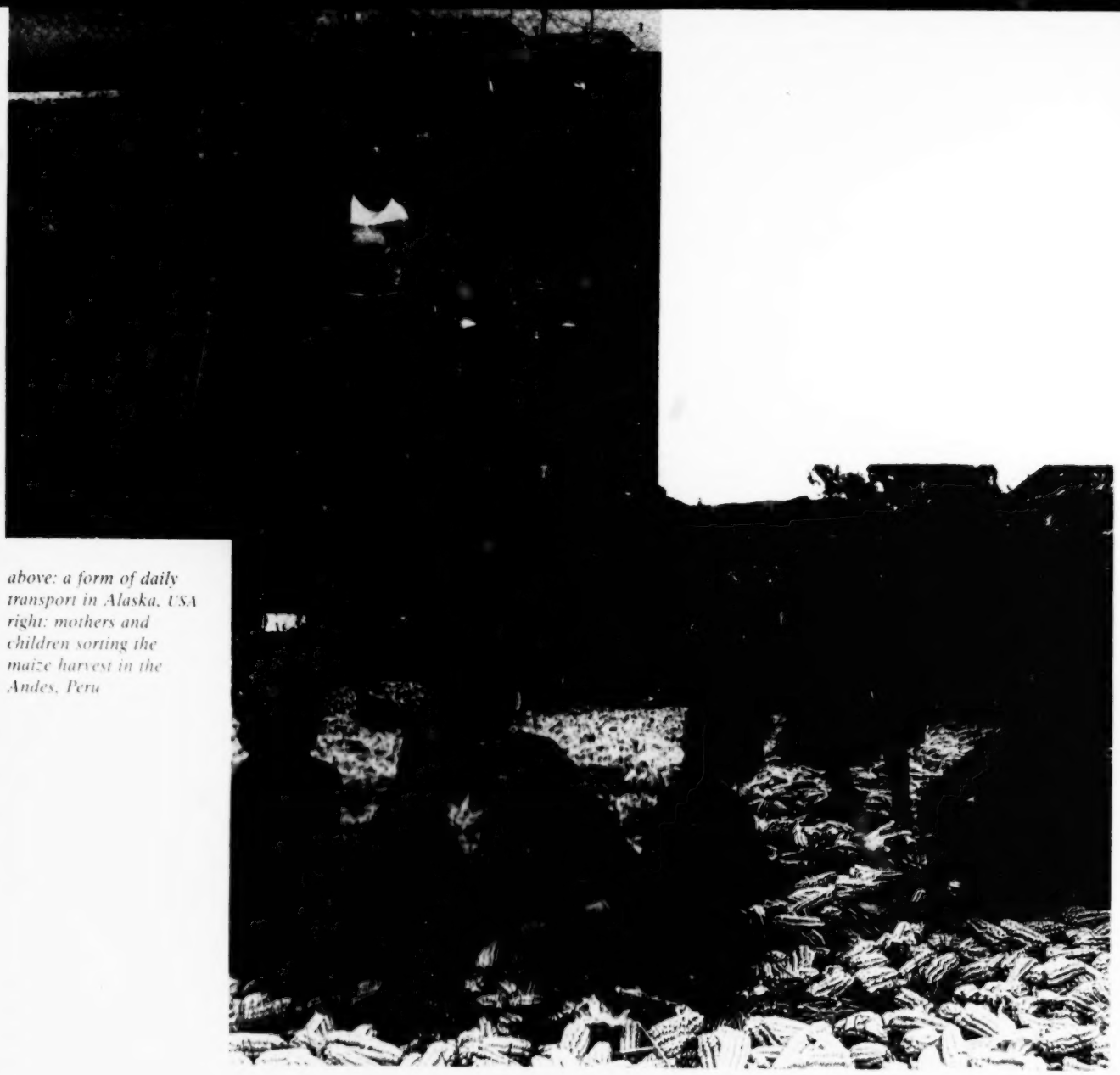
| | | | | |
|---|---|---|---|---|
| **Centro de Investigación y Promoción Educativa y Social (CIPES) (Centre for Research in Educational and Social Development)** | | | | |
| Family-based pre-school programme in marginal areas of Buenos Aires | 1985 | 4 | 719,000 | |
| **Universidad Nacional de San Luis (National University of San Luis)** | | | | |
| Proyecto Cruz del Sur: parent education and informal pre-school groups in marginal urban areas | 1988 | 3 | 590,900 | 590,900 |
| **Governo do Estado de Pernambuco, Secretaria de Educação (Pernambuco State Education Department)** | | | | |
| Projeto Arco-Iris: comprehensive pre-school, family and community programme | 1984 | 7 | 1,982,900 | 1,255,800 |

| | Initiated | Duration | Commitment in Dfl: Total to December 1987 | Commitment in Dfl: Committed 1986-1987 |
|---|---|---|---|---|
| **Prefeitura do Municipio de São Paulo, Secretaria de Educação e Bem-Estar Social (Municipality of São Paulo, Education and Social Welfare Department)**<br>Involvement of adolescents as para-professional *monitores* in pre-schools | 1985 | 3 | 1,218,000 | |
| **Governo do Estado de Piauí, Secretaria de Educação (Piauí State, Education Department)**<br>Projeto Poti: educational alternatives for pre-school children in a deprived urban area | 1985 | 3 | 799,300 | |
| **Universidade Federal do Paraná (Federal University of Paraná)**<br>Projeto Araucaria: non-formal pre-school programme in a depressed urban area | 1985 | 3 | 692,400 | |
| **Prefeitura Municipal do Natal, Secretaria de Educação (City of Natal, Department of Education)**<br>Projeto Reis Magos: education and care for the pre-school child | 1986 | 3 | 561,000 | 561,000 |
| **Fundação Educacional Padre Landell de Moura (FEPLAM)**<br>Home and community-based child development programme, Porto Alegre | 1987 | 3 | 697,200 | 697,200 |
| **Federal University of Santa Maria**<br>Pre-school education combined with parent education and home-based stimulation in a rural area, Três Barras | 1987 | 3 | 402,800 | 402,800 |
| **Fundação Fé e Alegria do Brasil**<br>Upgrading the quality of community-based day-care in *favelas* in Rio de Janeiro | 1987 | 3 | 719,100 | 719,100 |

*above: Nicaragua*
*right: Projeto Arco-Iris, Brazil*

| | Initiated | Duration | Commitment in Dfl | |
|---|---|---|---|---|
| | | | Total to December 1987 | Committed 1986-1987 |
| **Secretaría de Educação do Estado de Mato Grosso (Mato Grosso State, Education Department)** | | | | |
| Projeto Bocaiúva: restructuring urban social centres into family and child development units | 1988 | 3 | 690,000 | 690,000 |
| **Universidad del Norte (University of the North)** | | | | |
| Costa Atlántica early childhood programme, and dissemination | 1976 | 12 | 2,569,500 | |
| **Centro Internacional de Educación y Desarrollo Humano (CINDE) (International Centre for Education and Human Development), Medellín** | | | | |
| Proyeto Promesa: home and community-based education, and dissemination | 1977 | 11 | 3,815,500 | 9,500 |
| **Centro Internacional de Educación y Desarrollo Humano (CINDE) (International Centre for Education and Human Development), Medellín** | | | | |
| Resource and documentation centre for innovations in early childhood care and education | 1987 | 3 | 375,000 | 375,000 |
| **Ministério de Educación (Ministry of Education)** | | | | |
| Non-formal early childhood programme in rural areas | 1988 | 3 | 1,138,500 | |
| **Departamento Administrativo de Bienestar Social, Alcadía Mayor de Bogotá (DABS) (Department of Social Welfare, City of Bogotá)** | | | | |
| Ciudad Bolivar: in-service training and alternative approaches to community care and early education. | 1988 | 4 | 977,900 | 977,900 |
| **Ministry of Education and the Social Centre** | | | | |
| Pre-school education project | 1977 | 9 | 386,700 | |
| **Ministry of Education and the Social Centre** | | | | |
| Children of adolescent mothers | 1986 | 3 | 472,200 | 472,200 |
| **University of the West Indies, Centre for Early Childhood Education** | | | | |
| Establishment of low-cost resource centre for support of Basic Schools | 1984 | 6 | 609,100 | 101,300 |
| **Ministry of Education and University of the West Indies** | | | | |
| Programme for teenage mothers and their children | 1986 | 3 | 1,051,000 | |
| **Ministry of Youth and Community Development and University of the West Indies** | | | | |
| Basic Schools training and development programme for high-risk areas on the North Coast | 1987 | 3 | 981,600 | 981,600 |
| **University of the West Indies** | | | | |
| Advanced studies in early childhood education | 1987 | 3 | 197,700 | 197,700 |

| | Initiated | Duration | Commitment in Dfl | |
|---|---|---|---|---|
| | | | Total to December 1987 | Committed 1986-1987 |
| **Secretaría de Educación, Dirección General de Educación Preescolar (Ministry of Education, Directorate of Pre-school Education)**<br>Non-formal pre-school programme for culturally peripheral communities | 1984 | 4 | 1,285,400 | |
| **Centro pa Desaroyo di Antiyas (CEDE Antiyas) (Centre for the Development of the Netherlands Antilles)**<br>Improving care and education for the young child | 1986 | 4 | 1,273,500 | |
| **Ministerio de Educación (Ministry of Education)**<br>Pre-school and community education in rural areas | 1981 | 9 | 2,387,600 | |
| **Ministerio de Educación (Ministry of Education)**<br>National centre for the training of professionals working in non-formal pre-school programmes, Ate-Vitarte | 1985 | 6 | 2,818,000 | 1,333,000 |
| **SERVOL (Service Volunteered for All)**<br>Regional training for professional and para-professional pre-school teachers | 1983 | 6 | 2,130,100 | 1,166,700 |
| **Ministry of Education and SERVOL (Service Volunteered for All)**<br>Development of non-formal programme of early childhood education and care in high-risk areas | 1987 | 3 | 1,299,400 | 1,299,400 |
| **University of Alaska**<br>Cross-cultural learning for young families in Alaska | 1979 | 9 | 1,875,100 | |
| **Committee for Boston Public Housing Inc.**<br>Early childhood education and self-help | 1984 | 6 | 2,344,500 | 1,288,500 |
| **Denver Indian Centre, Inc.**<br>Early childhood services for urbanised American Indians | 1985 | 3 | 1,019,900 | |
| **Community Studies Inc., New York City**<br>Infant care and parent education for teenage parents | 1985 | 3 | 990,800 | |
| **University of New Mexico, College of Education**<br>Hispanic family education programme | 1985 | 6 | 2,310,900 | 1,258,700 |
| **Federation of Child Care Centres of Alabama (FOCAL)**<br>Upgrading day-care services and parent education | 1986 | 3 | 1,505,100 | 200,200 |
| **Vanderbilt University, Nashville, Tennessee**<br>Maternal and infant education in deprived communities in Appalachia | 1987 | 3 | 1,212,800 | 1,212,800 |



*above: a form of daily transport in Alaska, USA*
*right: mothers and children sorting the maize harvest in the Andes, Peru*

| | Initiated | Duration | Commitment in Dfl: Total to December 1987 | Commitment in Dfl: Committed 1986-1987 |
|---|---|---|---|---|
| **Universidad Metropolitana (Metropolitan University)** | | | | |
| Alternative integrated pre-school education | 1985 | 3 | 844,200 | |
| **Ministerio de Educación and Fundaprin (Fundación para la Infancia) (Ministry of Education and Foundation for Childhood)** | | | | |
| Proyecto Paraguaná: community-based formal and non-formal day-care with para-professional mothers in a semi-rural area | 1988 | 3 | 600,100 | 600,100 |

*Projeto Arco-Iris, comprehensive pre-school family and community programme, Pernambuco State, Brazil*

Special report:
Colombia

# *Developing communities on the Atlantic Coast*

Children under seven years of age have been described as 'perhaps the most defenceless group in Colombia'. At least two million of this child population of just under five million (1985 census) suffer from malnutrition and 'lack the basic conditions necessary for normal emotional and psychological growth.'

In 1974, the Colombian government passed Law 27, which levied a two per cent tax on the salaries of all workers to pay for the care of pre-school children in the country and gave the responsibility for providing this care to the *Instituto Colombiano de Bienestar Familiar* (ICBF – Institute of Family Welfare). In 1976, the *Universidad del Norte* (Uninorte) in the city of Barranquilla formulated a proposal for a project for the integrated care and development of pre-school children on the Atlantic coast. In 1977, with Foundation support, the project was initiated in the community of La Playa.

Thus began a fruitful relationship between the three organisations. The experiences gathered from that one small area have now been broadened to other areas, including the interior of the country. In its latest phase, the model is being used by the Government in its nationwide *Bienestar Familiar* (Family Wellbeing) programme, with Uninorte providing back up in resources and training, and in evaluation.

The project is an excellent example of how a university can work with a community, and how their respective participation can contribute to alleviating the deprivation faced by the community, the family, and the child.

The project has succeeded in bringing communities together, instilling a sense of solidarity, while at the same time, increasing awareness of their problems and solutions and their capacity to act. On the other hand, the university involvement has made students more aware of the marginal living conditions of a large proportion of the population, resulting in a commitment on their part to do something about it.

### La Playa

La Playa is a typical depressed coastal fishing village where 30 per cent of the 4,000 inhabitants are below the age of seven. Most of the women work in the home. Public services in the region are extremely unreliable and incomes are low. The project worked with three main social units: the family, the *guarderia* or day care centre, and the community. Its objectives were: to involve the community in the provision of specialised educational services for pre-school children; to develop a pre-school curriculum appropriate to the local culture and evaluate its application; and to improve local living standards through the use of the university's specialised skills and services.

### Pre-school centre

The pre-school centre, managed by the university, was established in an abandoned primary school. This served as a base for developing an experimental curriculum in teaching practice for the university students, as well as for nutritional, psychological and health services provided by the university to the community.

From the beginning, parents were encouraged to participate in their children's education. A rota system was established for all mothers working in the centre who assisted the teachers one morning two or three times a month. At first, the mothers observed how the teachers worked and exchanged ideas with them on the children's behaviour. But later they started to play a more active role, working directly with groups of children. The teachers also visited homes to advise mothers on how they could best contribute to their children's development.

*above: a project pre-school*

### The community programme

Initially it was difficult to get the community to become involved in self-help activities because of attitudes of fatal resignation, the result of a tradition of highly centralised, government decision-making. A committee was formed, and with the help of the University's engineering faculty, the community constructed children's recreation spaces, installed public latrines, provided street lighting, planted trees, and formed various cultural groups and an entire football league.

The people's morale was raised by their new awareness of their capacity to do something about problems in their environment. This was followed by adult education classes where the women in particular learned skills such as sewing, weaving and baking, and before long, some were beginning to earn an income from these activities.

### Models of pre-school

After ten years of educational intervention, the project has arrived at three forms of pre-school provision. First, in La Playa, the original day care centre is now a centre for a wider community education and action programme, and is also used as a demonstration and in-service training centre for professionals and para-professionals.

Second, in three severely deprived urban communities in the industrial sector of Barranquilla, where malnutrition among children was still above 70 per cent, *hogares comunales* (community centres) are established in the houses of members of the community. Each has two para-professionals to look after 25 children, assisted by mothers of the children. The mothers learn about child development, health education, home nursing, cooking and nutrition. In addition, the *hogares comunales* act as meeting places for local youth groups who are encouraged to initiate all kinds of community action. This is particularly crucial when drugs are easily available and drug abuse is common.

The third form of pre-school provision is in Salgar, a rural community almost entirely dependent on agriculture, where the *hogar vecinal* (neighbourhood pre-school centre) has come into being, and children are cared for by para-professionals and mothers. This centre cooperates with the primary school, the local health centre, and the national literacy programme in providing services to the community while a parent education programme reinforces learning at home.

Thus for the first time in the Costa Atlántica, a pre-school curriculum is taking into account the family as an educational agent. The project argues that pre-school intervention which does not also enrich the life of the family and the community can only be a partial success. This is creating a change in attitude, encouraging the community itself to find solutions to their problems and ways to improve their living conditions.

The professors and students of the university play an important role in the project. On the one hand, they provide training in the areas of health, education and psychological development of children. On the other hand, the experience they have gained from the project helps them in their research and evaluation of the model. But, perhaps more important for the sustainability of the project, many of these students are now holding positions in ICBF and other institutions, providing opportunities to disseminate the ideas and methods which have been developed.

After the consolidation of the La Playa experience, the project is now concentrating on two areas: training of professionals from ICBF and the Ministry of Education who will, in turn, prepare para-professionals at both university and community levels; and second, establishing links with other Colombian universities to disseminate the models developed in La Playa.

### Training

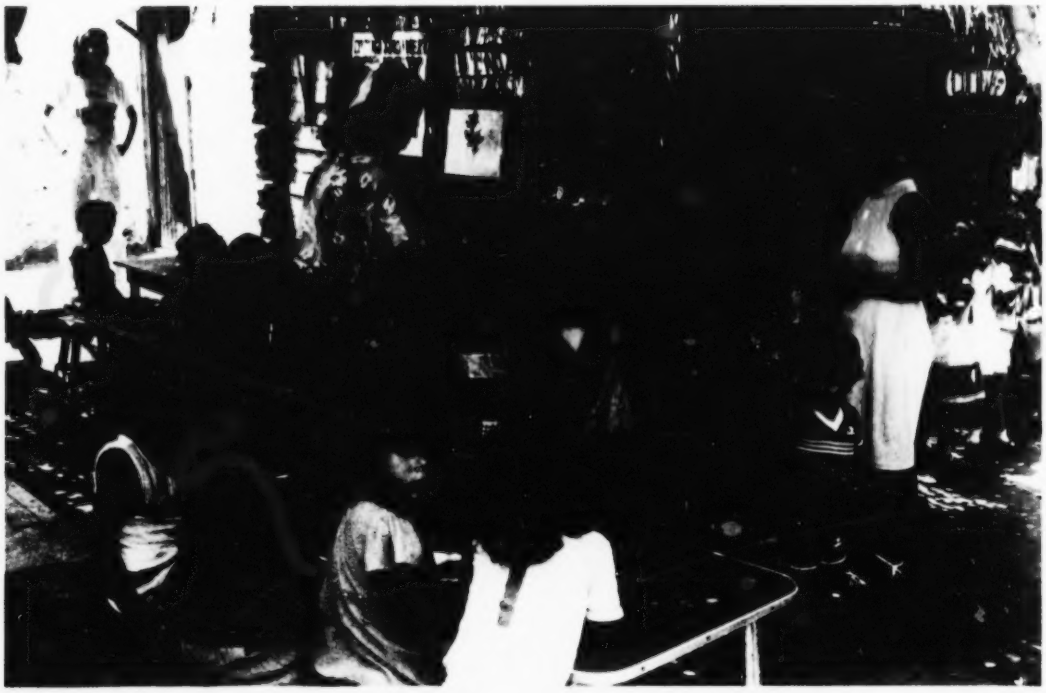
Training is at three levels: the community, government, and university. At community level, the aim is to organise the community, mobilise the young and old, and to use parents as educational agents. At the governmental level, technicians of organisations traditionally rendering services to children such as the

Ministry of Education, ICBF, and SENA (the adult education service) are trained to improve their services, recognising the socio-educational input. At university level, students from the pre- and post-graduate programmes are intensively trained both to participate in, and evaluate, the process of developing the community around the needs of the child.

### Casas comunales

*Casas comunales* are community centres which provide a stimulating environment for the children. The mothers themselves express their satisfaction with the care provided to their children, noting the good diet, the increased verbal qualities of their children *('hablan más')* and more interaction with all family members (including fathers) at home.

The *Casa San Fernando* is in the house of a community member which has been refurbished by the project. It is in a squatter area, well known for its high rates of delinquency. Approximately 25 children between two and six years of age attend the activities organised by six mothers. A rudimentary kitchen, bathroom, and furniture have been provided partially by ICBF with the addition of donations from the community. The building is clean, with a yard where the children can play.



*above: Casa San Fernando*

The *Hogar Nueva Colombia* is in an area where violence is common. The *Hogar* consists of a kitchen, a bathroom and a large classroom where approximately 55 children are in the care of eight mothers from the community. Their main concern is that the children stay off the streets where there is danger.

So far, it is estimated that the Costa Atlantica project has benefited more than 20,000 children and adults in the Atlántico region.

### Government programme

The project is now in the form of a joint venture between the *Universidad del Norte* and ICBF and is providing training and research for the national *Hogares Familiares* (family home-based pre-schools) programme announced by President Barco, who was elected in 1987. This campaign against 'absolute poverty' is to be achieved through the setting up of low-cost, community based, para-professionally run centres for the care, nutrition and education of pre-school children. It is anticipated that the programme will have reached one and a half million children by 1992.

The overall aim of the project is to ensure that the emerging *hogares familiares* offer a genuinely developmental, and not merely custodial, early experience for children. The target is 20,000 *hogares* and 2,000 supervisory staff. Training packages are being developed to meet the needs of the different categories of workers.

There's hope yet for those two million children under the age of seven, 'perhaps the most defenceless group in Colombia.' ■

## *Interviews*

**Etilcia Ortiz**, a mother in La Playa has been owner of a *panaderia communitaria* (community bakery) for four years.

Q: How did you become trained?

EO: With SENA (The Adult Education Service) which the project referred me to. Many mothers in the community went through this course. There were 20 of us and in the beginning we all worked here. The *Universidad del Norte* and SENA helped us to buy the furnaces and other necessary materials.

Q: How was the initial group organised?

*right: Etilcia Ortiz*
*far right: Beatriz Mendoza de Montaño*

EO: The Director of the *Hogar Infantil* (pre-school centre) proposed the idea. She discussed the importance of opening a bakery with a group of mothers. We agreed and formed a group and requested an instructor from SENA.

Q: How did you know about the project?

EO: We have children in the *hogar infantil* and it's there that we got to know about it. It was also at the *hogar infantil* that we mothers got organised, including those who do not have any children. People from the project and SENA came every week to see how we were getting on at the bakery.

Q: What benefits have you gained from the training programme?

EO: Many benefits, thanks to Uninorte and SENA. They've helped me and my family. We didn't have a house, but they helped my husband and I find work and we're now able to have a house. I am most grateful for my work in the bakery and the pride it gives me.

Q: How do you think other communities can benefit from the sort of programmes in which you have participated?

EO: Equally well. By forming similar groups, they can achieve many things. One person can't achieve much whereas a group can. A group unites the community and they can work together to get results.

Q: How does your family feel about your links to the programme?

EO: They are very happy about it, especially my husband. They're happy to see me having my own work.

**Beatriz Mendoza de Montaño** has 25 children in her *Hogar Comunitario* (community pre-school) in the *barrio* of San Salvador. She has been doing this work in her home for seven years, with the assistance of the project. The children come each day and are given a meal when they arrive, followed by activities together with their mothers.

Q: In what way has the project contributed to your personal development?

BMM: In an important way because I have been feeling very alone since my children have grown up and I don't have them here any more. The project gave me the opportunity to work. In the beginning it was difficult because my house suddenly became noisy and busy, but later I got used to the children. Now, at the weekends, the house feels empty without the children present. I feel happy that I'm helping my community and all the mothers are also happy to be in the *hogar.*

Q: What changes have you observed in your life, your family and your community?

BMM: Before, I was communicating very little with other people in my community. But now I have formed relationships with the

mothers, whom I enjoy working with and helping. It's an important experience for me because I was timid before.

Q: And your family?

BMM: My work is of great benefit to my family because my husband is a pensioner and his pension is not enough to live on. My children can now finish their university courses.

Q: What influence has the project had on the development of the children in your community?

BMM: Many children here are rebels, they speak little and are not sociable. The children adapt well to the *hogar*, even the very young. Those who didn't know how to talk have learned to do so, and can now relate to other children. The mothers have benefited greatly because many of them are working and now they can leave their children safely at the *hogar*.

**Liliana Peinado de Rosa** worked with the project and is now with ICBF. She is Director of the *Hogar Familiar* (family home-based pre-school) in the *Zona Negra* in Barranquilla. She has 120 children under her supervision and is responsible for the direction and administration of the *hogar* and the training of para-professionals in different areas.

Q: In what way has the experience you acquired in the project served you in your work with mothers and children?

LPR: What we've been able to do here is as much as what we did in the project. It's taught me a lot, especially the work with the community. It's given me the tools to reach the mothers. The group work has also benefited me greatly: we formed study groups with people from the community.

In La Playa we were working with marginal sectors of the population. In principle, we try to apply the knowledge we acquired from university, but through the experience of working in the community, our knowledge reaches a higher level. That's what I've learnt and that's necessary for my work.

**Francis J. Royett V.** is a psychologist in the project and is also responsible for training. He is working as coordinator in the Cesar area, following the agreement between the *Universidad del Norte* and ICBF. He trains technical personnel from ICBF, the *jardineras comunitarias* (pre-school teachers) and other educational agents working in the area of integrated care of pre-school children and in the area of community development.

Q: In what way has your experience in the project served you in your work as a professional?

FJR: In many ways. Without that experience, perhaps I wouldn't have been able to do as much in my work. As a professional, it has shaped me a lot. The contact which I had with the community from the time I was a student has largely determined my choice to work in the social sector, and this has helped me to learn more about the region I live in and my country as a whole. That experience has been significant in directing my knowledge to an area which has demonstrated little results, but above all, it has helped me to reach the people whom we work with.

Q: What aspects of your work with the project have made the most impact on you?

FJR: They are varied, but especially the way in which our marginal communities live – their precarious conditions of living. To see how, in one small area of a few square metres, five or more families live, side by side with the animals, and having no basic facilities. To see what a desperate state they are in has helped me to empathise with them. This is vital for our work here.

Q: How significant, at the personal level, is your work in the project?

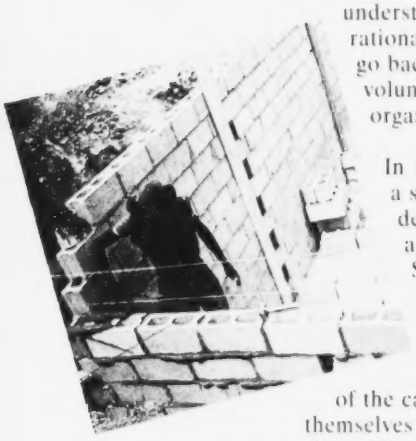
FJR: It is important as a process of sensitisation and becoming aware of the reality in my country. It is significant also in the growing relationships I have with the people, and most important of all I think, is that seeing such a reality necessitates that I do something because community work is a part of my life. ■

Special report:

Trinidad and Tobago

# *A willingness to listen*

The Caribbean Life Centre project in Trinidad, which the Foundation has been supporting since 1983, provides pre-school teacher training for students from all over the Caribbean. To understand how this project came about, its rationale and its activities, it is necessary to go back to the beginning of Servol (Service volunteered for all), its parent organisation.



*above: the Forres Park Life Centre being constructed by Servol trainees*

In 1970, Trinidad and Tobago erupted in a series of riots, a result of the deprivation, poverty and unemployment aggravated by a fall in oil prices. In September of that year, two men – Gerard Pantin, a local Catholic priest trained as a high school teacher, and Wes Hall, a famous West Indian cricketer – went to the ghetto area of the capital, Port-of-Spain, to see for themselves the conditions of the people living there. They asked them what their problems were and how they could help.

### Servol: the beginning

Within a year, they helped the people of the area equip themselves with sport and recreational facilities, furniture for community centres, typewriters and other equipment, and even jobs. This was the beginning of Servol. Nothing was given free - people had to invest their own time and money as well. Servol's contribution was organisational and technical expertise, finance to bolster their meagre funds, and most important of all, a willingness to listen to what people were saying and to help them to rebuild their confidence in themselves.

In mid-1971, the Foundation approved a grant to the fledgling organisation to support youth work, vocational training, nursery school education and research.

### Training the untrainable

Participants in Servol activities come almost entirely from the poorest areas with the fewest facilities and the least hope. They are young people who have either been neglected by, or pushed out of, the educational system: teenagers who have been labelled untrainable and unemployable. Once they have been through the Servol experience, a high proportion of them find jobs or start their own businesses. Others go on to further education, some of them return to Servol as trainers and instructors.

The vocational courses offer training in different trades (plumbing, welding, masonry, carpentry, electrics, auto-mechanics, printing, catering) with basic skills such as literacy and numeracy. But the key feature is providing opportunities for participants to develop self-knowledge and confidence.

All the trainees spend part of their time looking after children in the pre-schools Servol has set up. They also provide care for elderly people in their own homes, and assist at Servol's centres for street vagrants. The trainees themselves are responsible for cleaning and maintaining the premises they use, and the majority of the centres were built or renovated and adapted by them.

Over half of Servol's income derives from its own trainees who obtain building or catering contracts.

### Life Centres

In the course of helping thousands of individuals, Servol arrived at a set of principles which, in the late seventies, led to the concept of 'Life Centres': structures designed and organised to help communities grow and develop out of poverty, and which encompass all aspects of community life.

The Life Centre is described by Father Gerard Pantin, the founder of Servol, as 'a centre concerned with the emotional, moral and spiritual development of these young adolescents who had come from deprived family situations, in which all this development, traditionally passed on from family to child, was noticeably missing.'

### Winning a community's trust

The Servol method of listening and responding taught the workers very early on that one of the most effective ways of mobilising a fragmented, unmotivated community, is to begin with a programme for their children. 'The nursery school then becomes a sort of listening device through which you can listen attentively to what the people tell you about themselves, their leaders, their hopes, their disappointments, and their plans for the future. It enables you to intervene respectfully in the lives of the community by listening to them and ensuring that they play an integral part in both the planning and the implementation of the proposed project.'

All the pre-schools set up by Servol are staffed by young women from the areas where the schools are located and they receive training through Servol. Also operating from the pre-school is a health programme, in which a nurse and paramedical workers go from village to village, checking children's health, giving talks to adult groups, and holding regular clinics.

### Outreach programme

From the beginning, Servol welcomed visitors who came mainly from other Caribbean territories to see what was being done. Some asked Servol to set up similar organisations in their own countries, others asked for advice so that they themselves could set up such organisations, while some wanted Servol to train people who could work along similar lines in their own communities. This interest led Servol to initiate an outreach programme in 1981, to disseminate the Servol experience elsewhere in the Caribbean.

Potential leaders from other countries were invited to spend periods varying from a few weeks to two years, looking at Servol's work and to decide what part of the programme was relevant to their own situations.

*above: the nursery at the La Gloria Life Centre*

### Teacher training

Most pre-schools in the Caribbean are run privately by individual women, churches or voluntary organisations and nowhere is pre-school education fully funded and supported by government. As most of the areas are poor, the teacher is rarely able to do more than support herself and is unlikely to have more than primary education. Few teachers understand how to promote developmental programmes with children and their parents, relying instead on rote learning. Each teacher may have between 15 and 40 children under her care.

The need for intensive training programmes for these teachers is crucial if substantial changes are to be made in the preparation of young children for entry to school and to enhance their all-round development. Servol's training system is designed to bring untrained young women to a high level of understanding of child development and to help them acquire the skills they need to work within a community setting. This approach is unique for the region.

The Nursery Teacher Training Centre opened in January 1981 with 27 students including seven from other Caribbean countries. The course consists of one year of full-time study and teaching practice followed by two years supervised internship in their own communities. The pre-school teacher training curriculum is combined with leadership training and community development. During the course, the trainees are involved in community projects of their choice.

Trainees have consistently complained of the lack of indigenous resources and materials within the region. Low cost, effective, and culturally relevant learning materials are needed, and creating them is part of the course. In the process, trainees learn more about the concepts they are trying to demonstrate and how to communicate them to the children and parents.

### Some reports on Servol graduates

'Andrea works in a most depressing environment. She is surrounded by indifferent teachers ... in spite of her negative environment, Andrea manages to be upbeat, positive and pleasant. She is flexible regarding colleagues and the community's indifference to what she is trying to accomplish.' *(Antigua)*

'Brunette spoke very positively of her Servol experience in relationship to the Dominican situation. She was handling problems with parents very well; was active in a community clean-up project and is hoping to take the examinations needed to qualify her for government certification. She wants to remain a nursery school teacher but aims at opening her own school if the Government does not upgrade salaries.' *(Dominica)*

'Joan mentioned several initiatives that she had taken with parents and seemed to be quite proud of her activity in the community. She reported that she was beginning to break through to the other teachers. They were now seeking her out in problem situations and accepting her monitoring and guidance in the normal day-to-day routine.' *(St. Lucia)*

'Anne Marie and Elizabeth's nursery school is now considered one of the best in Grenada in terms of the stimulating environment of the school and the evident preoccupation of the teachers with the planning and implementation of their programmes. What was also apparent was their desire to draw the community into a wider project but the political situation is still a strong barrier to communities getting together.' *(Grenada)* ■

SERVOL news

**A profile of the adolescents who apply for entry to the Servol programme.**

- They suffer from low self esteem through 12 years of contact with an educational system which is largely irrelevant to their needs and does not prepare them for life or employment.
- They have no sense of identity, either personal or with any institution in the society.
- They have the weirdest ideas about their bodies and none whatsoever about the way their minds function.
- They are ignorant and hence careless, about their health.
- Though often sexually active, they lack basic knowledge about sexuality and procreation.
- They are undisciplined and unmotivated.
- They are suspicious of the world of adults.
- They often feel rejected by parents and teachers.
- They do not seem to care about themselves nor are they caring about others.
- The majority have either dropped out of school or left school with no certification. ■

### Recognition

One of the problems faced by Servol and the graduates of its pre-school training course is that the qualification is not recognised by any of the governments in the region. This is both a cause and reflection of the low status, small salaries and lack of facilities available to pre-school teachers. However, during 1987 Servol reached agreement with the University of Oxford, in the United Kingdom, for accreditation of its training course.

The scope and coverage of the pre-school teacher training programme is being expanded in response to expressed needs. The aim is to train an additional 500 teachers from the region by 1990 who will be responsible for between 10,000 and 12,000 children.

At the same time, educational support services provided by Servol to other Caribbean territories are being extended, with the ultimate goal of a network of 'small Servols' along the island chain. Local supervisors will be trained in the expectation that local teacher training and resource centres will be set up in selected areas. Two of these have so far been set up, in Grenada and in St Lucia. Locally based supervisors are critical to the functioning of the early childhood programme while the Caribbean Life Centre in Trinidad will continue to be a resource base for ex-trainees, providing a flow of funds, materials and advisory services.

### Adolescent parent programme

A new initiative was taken towards the end of 1985, incorporating the principles, theories and work of the previous 15 years, in the Adolescent Parent Programme. In response to the pressures facing family structure in the Caribbean as a result of both industrial and social change, the objective of this programme is to train teenagers to become well informed and caring parents. In particular, it aims to stimulate and develop the paternal instinct in male adolescents whose culture encourages them to believe that young children are the responsibility of their mothers only.

### Government priority

The new government, elected in December 1986, is making the rebuilding of a vital education system one of its top priorities. Servol's help was enlisted immediately following the election and a joint non-formal education programme has been initiated, with Foundation support, which includes a major expansion of community-based early childhood education and care. The programme aims to establish 75 pre-school centres, train 150 teachers, and create 6,000 new pre-school places within three years. By August 1987, 40 new schools had already been established and their teachers trained.

The programme bears many characteristics of the Servol approach. Pre-schools are not to be imposed on communities. Instead, communities are invited to request such facilities and, at the same time, to identify what support they themselves will contribute. A key ingredient in the programme is the example of the group of pre-school workers that Servol has been training – approximately 30 pre-school teachers a year, half of them from Trinidad. Another aspect is the adolescent training component, again an area where Servol's expertise has been demonstrated over the years. Some 72 training centres are to be set up throughout the country in a joint Government/Servol programme to tackle the problems of adolescents.

There is also a plan to create 10,000 jobs for adolescents aged 17 to 19, a joint venture between the Ministry of Industry and the private sector. The arrangement with Servol is that most

of the young people concerned should first undergo training at a Servol Life Centre before being assigned to an appropriate job.

### A new Caribbean society

Thus the Servol approach is being widely disseminated through the nation and the region. As Ms. Pamela Nicholson, Minister in the Ministry of Education, puts it: 'we have decided to appoint Servol as our agent in disseminating the type of programmes they have proved to be successful and to give them a free hand to set up a number of pre-school life centres all over the country to administer to groups of children a community-based educational programme.'

When the priest and the cricket star went into the streets in the ghetto of Port-of-Spain in the autumn of 1970, they laid the foundations for creating a new Caribbean parent, a new Caribbean child and, ultimately, a new Caribbean society. ■

*The Sunshine Life Centre*
*above: the printing section*
*right: the nursery*

**Part of the programme at the Life Centres helps the teenagers to learn more about themselves. Following are excerpts of reports on the trainees:**

'I remember Horace, a former trainee paying a visit to the Beetham Centre five years later, holding by the hand an engaging two-year-old whom he proudly displayed as his son.... He said, "One thing I can tell you about this child, his subconscious is clean and nobody going to interfere with that." ... there's little doubt that he had learned something very important about himself and about bringing up children.'

Another trainee whom we shall call Sylvia, suffered from bouts of severe depression, due largely to a very uncaring family situation which featured a mother with few moral values and an alcoholic father. When she was urged to enter within herself and, over a period to time, to resurrect those painful memories of childhood which she had repressed, she found that this resulted in a great deal of pain and a temporary increase in her depression. It was suggested that she discontinue the practice for a while but she simply said: "I am still depressed but now I understand why and I know that my days of depression will one day be over."' ■

**Comments of graduates of the three-and-a-half month Adolescent Development Programme at a Servol Life Centre:**

'At first, some of the students never said a word and now they go out and speak in front of anyone. Whatever little talent you have, go forth and use it.' *(Nolyn Cazoe, 21)*

'When we came in as students we didn't expect the level of teaching we got. The teachers helped us to build self confidence and a good attitude towards life.' *(Gerard Guy, 17)*

Guy intends to go back to school and further his studies. ■

# *The Foundation Network in Action*

Partnership with the community is a key concept in all the Foundation-supported projects. But the concept of partnership also extends into the relationships that have been built up, and are continuing to grow, among the many members of the Foundation's worldwide Network of projects and people who are concerned with improving early childhood care and education. Networking is an open-ended process which is intended to serve the primary goal of building a global perspective on the needs of children and young families and, through this, to encourage more powerful initiatives and leadership at local, regional and national level.

The Foundation actively encourages a continuous exchange of ideas, experience, skill, and materials to enable projects to consolidate and build on the strengths of successful initiatives; to learn the sometimes painful lessons that emerge from the less than successful ventures, so that future programmes can avoid the same pitfalls; and to inject a constant source of new and innovative proposals into the Network, so that a flexible and attentive response can be maintained to the needs of disadvantaged children.

The process of networking goes on at many levels: inter-project visits or exchanges of staff enable those concerned to understand in detail how other teams work, their problem-solving approaches and specific skills; national or sub-regional network meetings enable projects themselves to set the agenda and to begin working toward making an impact on national approaches to early childhood education, based on their own experiences. The small-scale inter-project exchanges focus on particular aspects of the day-to-day practical work; national, regional and international training workshops for project staff serve to upgrade skills in planning, implementing and evaluating projects; advisory missions serve to identify potential project partners in a particular country, or allow for an intensive exercise in assessing the progress and future opportunities of a specific project; and major international seminars explore in depth one of the themes that cut across the work of all the projects.

In the 1986-1987 period, all these facets of networking were in evidence. Two international seminars were held; the first in Lima, Peru in 1986 dealt with the question of 'The Parent as Prime Educator: Changing Patterns of Parenthood', while the second, held in Newcastle, Australia in 1987, took 'Children at the Margin: A Challenge for Parents, Community and Professionals' as its topic. (Brief summaries of the seminars appear on page 61).

Six advisory missions took place during the period. Four of these were to projects: in Lisbon, Portugal to improve the methods of elementary school teachers; to the project in Glasgow, UK to encourage family and community initiatives which support young children; to the alternative child care services project in Malaysia; and to the project in Norway which encourages bicultural education for young *Saami* children. All resulted in projects being extended for another phase of work in order to consolidate their initial positive results. The mission to the Netherlands Antilles, which visited the early childhood care and education project at the end of its first year of operation, served to evaluate the development of the project and advise on future planning and implementation. The mission to the People's Republic of China, at the invitation of the Central Institute of Educational Research, led to the development of a project to upgrade pre-schools in a rural province.

An annual event is a workshop in The Hague for staff from new projects. These workshops allow new project leaders to meet each other and Foundation staff and Trustees, share plans and ambitions, and develop an understanding of the relationship of partnership which the Foundation seeks to build. This opportunity for an exchange of views is being reinforced in many countries through a series of regional or national training workshops initiated by the projects. During this period workshops have been held involving projects in Boleswa (Botswana, Lesotho and Swaziland), Brazil, Colombia, Israel, Italy, Kenya, Malaysia, Peru, Portugal, Singapore, South Africa, Spain, the United Kingdom and the United States. To further facilitate the exchange of experience, national networks of Foundation-supported projects have been established in Brazil, Israel, Italy, Portugal and South Africa.

The small-scale exchanges that occur constantly among the projects have perhaps the most lasting and profound impact. Staff from the new project in Morocco visited the longer-established project in Peru in 1986, followed by a reciprocal visit from Peru to Morocco in 1987, which provided both projects with new insights. Six staff from the projects in Thailand spent 12 days touring the projects in Israel and both the hosts and the visitors found the exchanges of ideas and experiences profitable. One of the home visiting coordinators from an Israeli project toured similar projects in the UK and Ireland, and was able to use the experience as the basis for organising workshops in Israel to share her findings with other projects.

These, and some of the many other events that have occurred during the period, are summarised on the following pages to give something of the flavour of a vibrant network in action. ■

# *A Selection of Network events during 1986 and 1987*

**January 1986**

Advisory Mission to the *Escola Comunidade Eco* project in Portugal.

Ms Margaret Valadian, Director of the Aboriginal Training and Cultural Institute, was awarded the Order of Australia 'for services to the community, particularly in the field of Aboriginal education and culture'.

Staff from the three Foundation-supported projects in Portugal (the HERA network) met for the first time.

A national seminar on 'Upgrading Child Care Centres in Malaysia' was organised by the Ministry of Welfare Services, which operates the Foundation-supported Alternative Child Care Services project.

**February 1986**

Four staff members from the project in Sarawak visited the project in Sabah.

Three staff members from the Bicultural Early Childhood project in Norway visited the Umeå project in Sweden to discuss their common experiences in working with the *Saami*.

**March 1986**

Evaluators of projects in Israel met.

Professor Henning Johansson, Director of the Umeå project, received Sweden's highest award for innovative work in education, the 'Golden Elephant'.

**April 1986**

Wendy Dignan, coordinator at the Craigroyston Under-Fives Centre in Scotland, UK, visited seven projects in Israel and described it as 'an experience I will value for a long time. The opportunity to discuss and observe closely other projects involved with families and their communities in another country is a chance seldom granted to teachers.'

**May 1986**

Fourth Western Hemisphere Seminar, Lima, Peru, on 'The Parent as Prime Educator: Changing Patterns of Parenthood' (see page 61).

An exhibition of work of the Servol project in Trinidad and Tobago opened at the Commonwealth Institute in London, UK.

Dr. Rosa Elisa Perrone de Souza, Director of the Araucária project in Brazil, spent a week at the Costa Atlántica project in Colombia. The pre-school curriculum used by the Colombian project has been translated and adapted for use by the Araucária project.

Directors of Israeli projects met.

Two-day meeting of the three projects in Portugal.

Project coordinators from the Programme for Early Childhood Education operating in Botswana, Lesotho and Swaziland met.

The Milan-based Tempo per le Famiglie project was used as an example at the national conference in Italy entitled 'Towards an Ecology of Childhood'.

**June 1986**

Dr José Amar Amar, Director of the Costa Atlántica project in Colombia, visited the Amadora and RADIAL projects in Portugal.



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*right: face-painting during a 'Fun Day' organised by the project for family education for mothers and young children, Aberdeen, UK*

The Connemara project in Ireland produced a video in Gaelic on the various stages of child development.

Five Foundation-supported projects in Asia presented papers at the Fourth Asian Workshop on 'Child and Adolescent Development', organised by the Institute of Education in Singapore.

The Andalucía project in Spain published the third pair of books in a series intended for pre-school children and teachers and parents.

Advisory Mission to the Partnership in Education project in Glasgow, UK.

July 1986

Two staff from the Pilot Pre-school Training project in Morocco visited the Ate-Vitarte project in Peru.

A film entitled 'Who is responsible for the child?' was shown on television in the Netherlands Antilles and Aruba. It was made in cooperation with the Foundation-supported project for Improving the Care and Education of the Young Child.

Mrs Mapitso Malepa, Director of the Entokozweni Early Learning Centre in South Africa, toured several Israeli projects.

*above: health care, the alternative child care services programme, Malaysia*

**August 1986**

The Young Families Now project in Aberdeen, UK held a 'Fun Day' at a park in Torry, the neighbourhood in which the project is working. Nearly 500 people took part.

**September 1986**

Staff from nine projects attended the week-long Project Staff Workshop held at the Foundation's headquarters in The Hague.

The Arco-Iris project in Brazil hosted a training seminar on evaluation strategies and techniques which included participation from three other Brazilian projects.

Some 30 staff from all the projects in Scotland met in Glasgow, UK.

Dr Carlos Leighton, Director of the Alternative Integrated Pre-school Education project in Venezuela, visited Colombia to study the work of the Costa Atlántica project.

**October 1986**

The first meeting of all the Foundation-supported projects in the USA was held in Boston.

Professor Rui Berger and Dra Dalva de O. Braga, coordinators of the Poti project in Brazil, visited the Araucária and the Fé e Alegria projects, also in Brazil.

All three Foundation-supported projects in Portugal (HERA) participated in a national seminar for early childhood care and education specialists.

All the Foundation-supported projects in South Africa met in Johannesburg and decided to establish a national network.

The National Trades Union Congress, which operates two Foundation-supported projects in Singapore, organised an international conference on 'Community Involvement in the Care and Education of Young Children' which was attended by nearly 200 people.

**November 1986**

A delegation from the Council of Europe visited the Mingardo project in Italy to discuss the role of formal and non-formal education methods and community action to promote education and socio-economic opportunities.

Six representatives from projects in Thailand spent 12 days touring projects in Israel.

**December 1986**

The first meeting of the National Association for Bernard van Leer Foundation-associated projects in Israel was held.

Advisory Mission to the project for Improving the Care and Education of the Young Child in the Netherlands Antilles and Aruba.

More than 250 education specialists from around Spain met at a national workshop hosted by the Andalucía project.

The Craigroyston Under-Fives Centre in Edinburgh, UK, was praised for its 'innovatory and exciting work' in an editorial in the prestigious Times Educational Supplement.

*above: early childhood and parent education in the Turkish community, Federal Republic of Germany*

**January 1987**

Dr Janny Holwerda-Kuipers, Director of the Young Families at Risk project in The Netherlands, spent a week visiting projects in Edinburgh and Aberdeen, UK.

The Alternative Child Care Services project collaborated with the Asian Institute of Development Broadcasting to produce a series of television spots on parenting techniques which were broadcast nationally in Malaysia.

Singapore's President, Mr Wee Kim Wee, paid an official visit to the Institute of Education, where he saw a display of the work of the Foundation-supported project to improve the cognitive and social development of pre-school children.

A five-day workshop for 40 early childhood care and education specialists was organised by the Ate-Vitarte project in Peru.

**February 1987**

A four-day national seminar, hosted by the Arco-Iris project, allowed all the Foundation-supported projects in Brazil to meet together for the first time to discuss options for the care and education of young children.

The new South African network of Foundation-supported projects organised its first training seminar.

The three Portuguese projects (HERA) held a major inter-project meeting, together with a national seminar attended by more than 180 educationalists, government officials and politicians.

Two staff members from the Ate-Vitarte project in Lima, Peru visited the Pilot Pre-School Training project in Morocco.

Representatives from the Foundation-supported project working in the slum areas of Caracas, Venezuela, appeared on a national television programme to describe the work of the project.

Dr Mari-Luci Jaramillo, the principal investigator with the Hispanic family education programme in New Mexico, USA, was awarded the Anne Roe Award from the Harvard University Graduate School of Education for her contribution in the field of education to women's professional growth.

**March 1987**

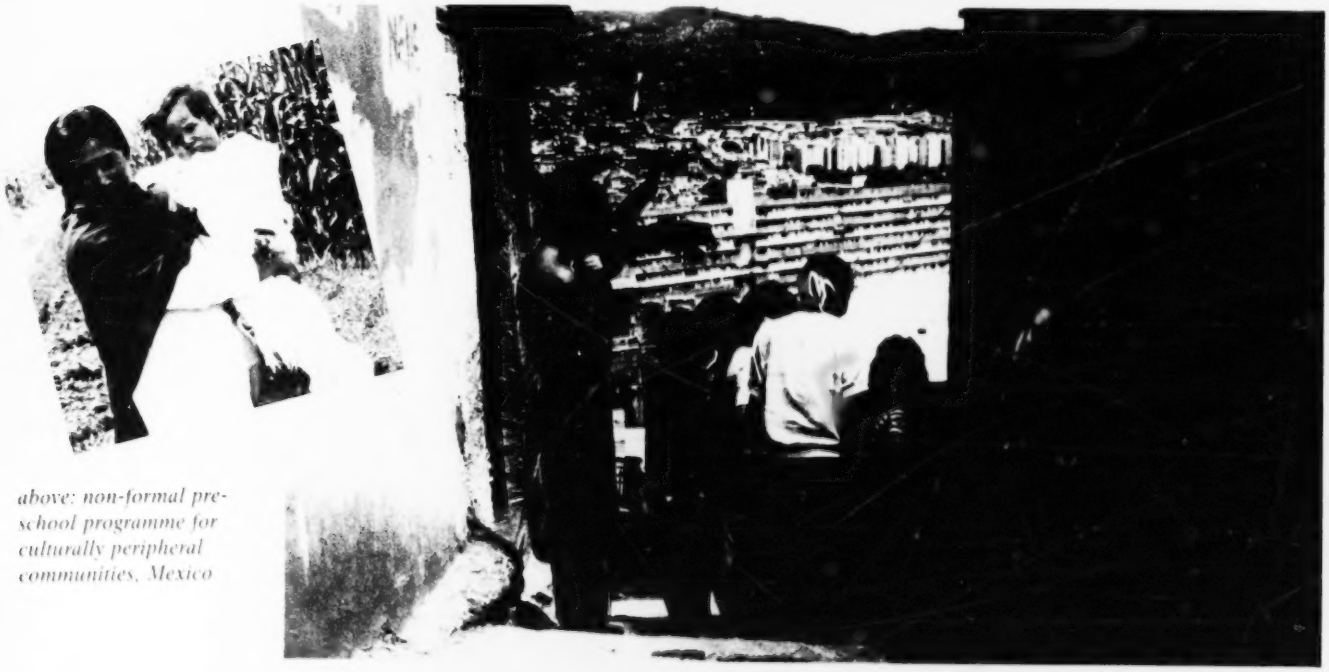
Coordinators from the Programme for Early Childhood Education in Botswana, Lesotho and Swaziland held their second seminar in Lesotho.

Dina Lipsky, from the Beta Israel project in Israel, spent 10 days with projects in the UK and Ireland to study their home visiting programmes.

Three staff members from the Nicaraguan Ministry of Education, responsible for the Foundation-supported Pre-school Project in Rural Areas, attended a three-week training course organised by the International Centre for Education and Human Development (CINDE) in Colombia.

**April 1987**

Advisory Mission to the Alternative Child Care Services project in Malaysia.



*above: non-formal pre-school programme for culturally peripheral communities, Mexico*

Professor Henning Johansson, Director of the Umeå project in Sweden, gave a series of lectures about the format and progress of the project at McGill University's Department of Education in Montreal, Canada.

The Khmer Women's Association, which operates a Foundation-supported project in refugee camps in Thailand, acted as the principal host for the visit of British Foreign Secretary, Sir Geoffrey Howe, to five of the camps.

*above: on the edge of Caracas, Venezuela*
*below: a camp for Kampuchean refugees in Thailand*

**May 1987**

The Foundation moved offices in The Hague.

Advisory Mission to the People's Republic of China.

Four representatives from the National Trades Union Congress, which operates two Foundation-supported projects in Singapore, visited child care projects in West Germany, The Netherlands, Sweden and the United Kingdom to study the ways in which the community and parents participate.

A national workshop on adult education was hosted by CINDE in Colombia.

The leader of the French project to involve parents from underprivileged milieux in parent-run pre-school centres visited the project in the Federal Republic of Germany which is working with mothers and children from the immigrant Turkish community.

**June 1987**

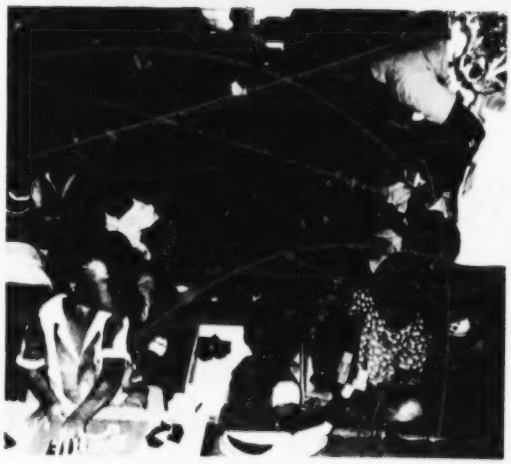
The Moroccan Minister of Youth and Sport officially opened the new training centre and model pre-school being used by the Pilot Pre-school Training project in Rabat.

Advisory Mission to the Bicultural Early Childhood Education project in Norway.

**July 1987**

A national conference on the Foundation-supported Child Development Programme was held in Manchester, UK, and was attended by more than 500 people.

Project staff from Sabah and Sarawak (Malaysia) attended a week-long seminar organised by the Sarawak project on involving the community. A key resource person was Margaret Kabiru from the Kenyan National Centre for Early Childhood Education.



*above: Kushanda, Zimbabwe, pre-school, health and adult education in a rural settlement area*

Zimbabwe's Minister of Community Development and Women's Affairs officially opened a National Training Centre for pre-school workers.

Mrs Mapitso Malepa, Director of the Entokozweni Early Learning Centre, was elected National Chairperson of the South African Association for Early Childhood Education, a multiracial grouping of centres and individuals working to stimulate the development of early childhood care and education throughout the country.

**August 1987**

A national seminar on Early Childhood Education in Kenya was hosted by the Ministry of Education and the Foundation, and was attended by more than 80 participants.

**September 1987**

A week-long training workshop was organised by the South African network.

A first meeting of Foundation-supported projects in Italy was held in Milan, hosted by the *Tempo per le Famiglie* project.

Father Gerard Pantin, founder of Servol in Trinidad and Tobago, was awarded an honorary doctorate by Duquesne University of Pittsburgh, USA in recognition of his work in education.

The Foundation-supported projects in Scotland held a three-day meeting on evaluation issues.

A national workshop on *promotoras* was organised by the Resource and Documentation Centre run by CINDE in Colombia.

**October 1987**

Nine project staff attended the week-long Project Staff Workshop at the Foundation's headquarters in The Hague.

The Foundation-supported International Centre for Education and Human Development (CINDE) in Colombia began advising the Ministry of Education in Panama on training courses in early childhood education.

The Foundation's Honorary Consultant for the Caribbean, mr Dudley Grant, was awarded the Order of Distinction by the President of Jamaica.

Nearly 100 people attended a weekend meeting organised by the HERA network of Foundation-supported projects in Portugal.

**November 1987**

Third Eastern Hemisphere Seminar, Newcastle, Australia, on 'Children at the Margin: A Challenge for Parents, Community and Professionals' (see page 61).

A meeting on the Child Development Programme was held in Dublin, Ireland.

A national seminar on parent education was organised by the Alternative Child Care Services project in Malaysia.

The Director of the Foundation-supported project at the Museum of Education in The Netherlands and the Deputy Director of the Museum spent 10 days in the eastern United States and Canada examining how other museums use their collections so that they can be accessible and comprehensible for children.

*right: members of the project team from the Aboriginal Training and Cultural Institute, Australia*
*far right: improving care and education for the young child, Netherlands Antilles and Aruba*

A national workshop to discuss home-based pre-school education was organised by CINDE in Colombia.

The National Trades Union Congress in Singapore organised a seminar on 'Parent Involvement, key to enriching peoples' lives' which was attended by 200 people including participants from overseas.

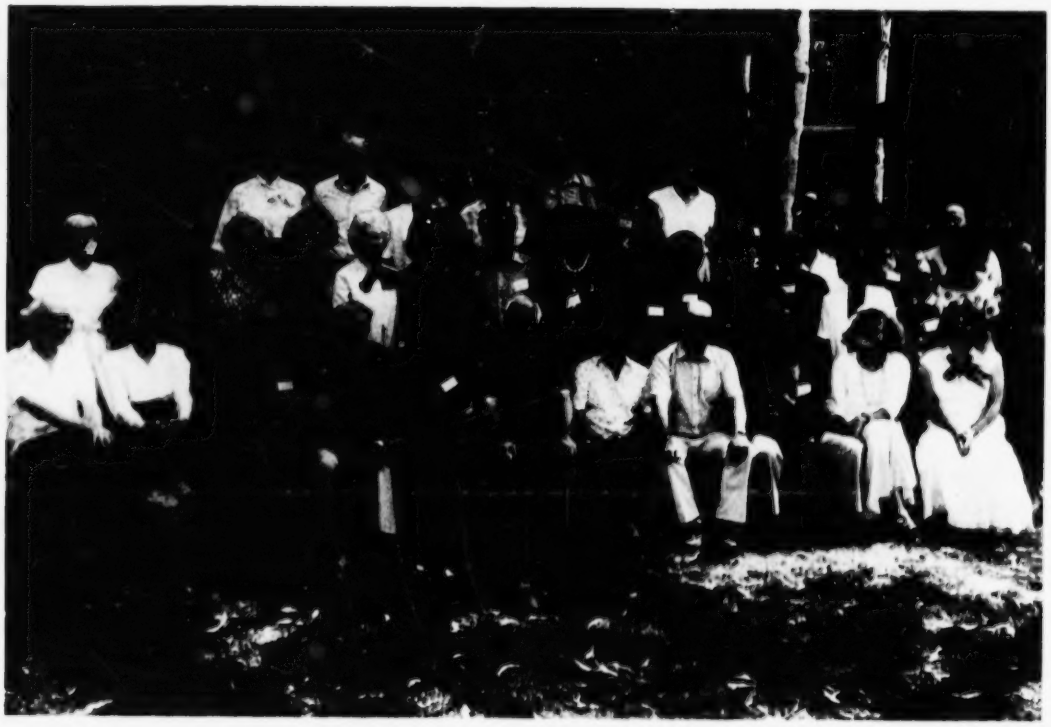
**December 1987**

Two leaders of Foundation-supported projects in Israel gave presentations of their programmes to students from 18 developing countries studying early childhood education at the Mount Carmel International Centre for Community Studies.

The Foundation-supported project in Peru – the National Centre for training pre-school workers – published two children's books in Quechua, the language of the indigenous population in the Andes.

A video made for the Flemish Training and Resource Centre in Ghent, Belgium which looks at the relationship between childminders and the parents of the children, was premiered to an enthusiastic audience of press, childminders, and parents.

# *International Seminars*



*left: seminar participants, Children at the Margin, Newcastle, New South Wales, Australia, November 1987*

From its earliest days, the Foundation has organised international seminars in order to bring together practitioners and specialists to discuss a particular theme. The first of these was in Jerusalem in 1972 and discussed curriculum in early childhood education.

During the present decade, the Foundation has expressed its priorities in terms of three broad themes which highlight key issues in current social policy in most countries: 'Children of migrants and minorities', 'Children in exceptional family circumstances', and 'Children in crisis'. The first of these was explored at a seminar in Granada, Spain in 1984 under the title 'Multicultural societies: early childhood education and care'. The second and third topics were the subjects of international seminars held during the two years under review. The first was in Lima, Peru in May 1986 under the title 'The parent as prime educator: changing patterns of parenthood', and the second was in Newcastle, Australia in November 1987 under the title 'Children at the margin: a challenge for parents, communities and professionals.

## The parent as prime educator

Peru was a most appropriate location for this seminar which was attended by 37 project leaders and representatives of associated institutions from 18 countries. The seminar was inaugurated by the Minister of Education, Dr. Grover Pango Vildoso, in the presence of Dra. Pilar Nores de Garcia, the wife of the President of the Republic. In collaboration with the Foundation, Peru has gone far in working out and applying a model of low-cost, parent-oriented early childhood education.

Not surprisingly, the Seminar spelled out the role of the family in the development of children, laying particular stress on the role of the mother: 'mothers with poor self-concept will pass this on to their children'. But insistence on the role of the parent and the importance of the para-professional does not deny the professional a role. On the contrary, it demands of the professional an even higher level of sophistication in supporting the front line worker and, of course, opens the way to a new

view of cost-effectiveness. There was a clear realisation that 'parenting is no longer an amateur business'. Equally, the decline in the quality of family relationships was not seen as something which can be offset by deploying armies of professionals. Whether in New York or Lima, the bottom line was clear: families have to be habilitated, not rehabilitated: not 'cured' of some supposed deficiency. Out of the habilitation process parents emerge confident in what they can give to their children and sure in what they can do for their communities.

Programmes for young children still rate low on the educational policy-maker's scale of priorities and the evidence brought to the table at the Lima seminar of the social and economic worth of such programmes can have the effect of re-shaping at least some of these priorities.

The report of the Seminar was published in English in September 1986 and, subsequently, in Spanish and Portuguese language versions. The report has proved to be something of a 'best-seller' and, for the first time in the Foundation's history, a reprint of the English-language version was undertaken.

### Children at the margin

In November 1987, 30 project leaders and representatives of associated institutions from 18 countries were brought together by the Foundation for an international seminar held at the Newcastle College of Advanced Education in New South Wales, Australia. The seminar was officially opened by His Excellency Sir Ninian Stephen, the Governor-General of Australia.

The theme of the seminar gave an opportunity for participants to explore the complex set of social, cultural, political, economic, religious, geographic and environmental factors which interact to create communities, families and individuals who are described as marginalised.

The Australian projects provided a constant reminder of the seriousness of the problems facing marginalised communities, working as they do with Aboriginal communities, families living in caravan parks, and isolated rural families. Their experience, and the experiences of the participants from Asia, the Pacific, Africa, Europe and North America, demonstrated the universal nature of the topics under discussion. Clear parallels could be found between, for instance, the situation of Australian Aborigines and indigenous populations in northern Europe and North and Latin America, or in the prospects facing low-income families in urban areas in Singapore, Italy and the United States.

The experience of innovative programmes in diverse settings points to the importance of helping disadvantaged communities to draw on their own resources in seeking to affect change. The possibilities for this change depend on the establishment of a cohesive partnership of families, communities, para-professionals and professionals working together to identify needs and the means of alleviating or preventing marginalisation.

There are no simple solutions to the problems of disadvantage and the seminar found no 'miracle cure'. But it stressed the paramount importance of involving communities fully in programmes which require initiatives that empower and mobilise communities to take an active part in finding solutions, rather than passively accepting the advice and services that are, far too often, inadequately provided for them.

The report of the seminar was published by the Foundation, in English, in February 1988. ■

# *Publications and Media*

The period 1986-1987 saw an increasing effort on the part of the Foundation to communicate more widely the results of over 20 years' experience in the field of early childhood care and education.

The first Biennial Report, which was published in 1986 and covered the work during 1984-1985, also served to explain the origins of the Foundation and outlined its early history in moving from an institution with broad humanitarian goals to one which is more targeted on the educational and other needs of disadvantaged children. The Biennial Report generated a positive response from the projects, project sponsors, government ministries, Van Leer companies, and a wide range of international and educational organisations, many of whom commented on the quality of the presentation, the clarity of the descriptions, and most important of all, the impressive efforts of the projects around the world to challenge the effects of disadvantage in so many innovative and inspiring ways.

*A Rede, published by the project for early childhood and community services in the Algarve, Portugal*

Another publication which has proved to be popular was the summary report and conclusions of the seminar on 'The Parent as Prime Educator' held in Lima, Peru in 1986. The demand for the report was so high that the English language version was reprinted, and both Spanish and Portuguese versions were produced.

The Newsletter, a regular feature of the Foundation's publications programme since 1971, underwent a major revision at the end of 1986 both in terms of design and content. Now published regularly four times a year, each issue covers in depth a major theme of relevance to groups and individuals working in the field of early childhood care and education, utilising the experience of the Foundation-supported projects to illustrate the application of the theme in practice. Among the topics covered in 1987 were: the multicultural context; the growing phenomenon of teenage parents; the development and use of educational materials; and health and nutrition. A special issue of the Newsletter, 'The Koninginnegracht Years', was produced in 1987 when the Foundation moved offices. It provided a selection of extracts from the first 16 years of the Newsletter which illustrated some of the issues faced during that time. With a growing number of projects in

*Nurture, published by NTUC Child Care Services, Singapore*

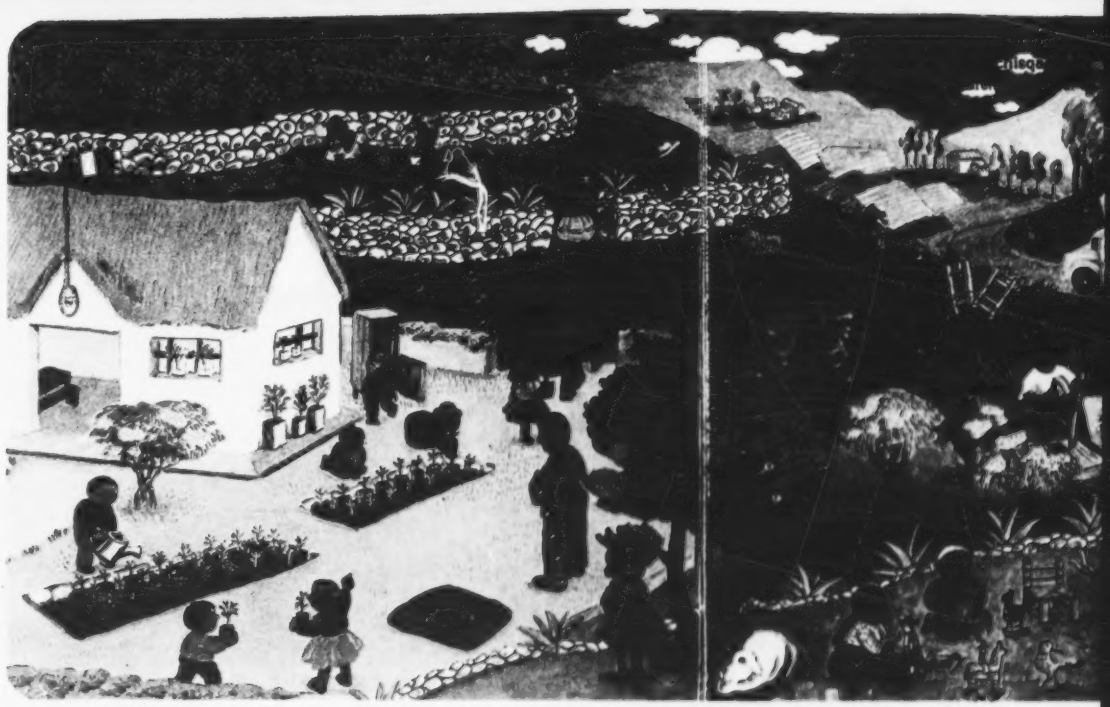
Spanish-speaking countries, 1987 also saw the introduction of an annual publication, *Boletín Informativo*, which provided a selection of articles translated into Spanish from the previous year's Newsletters.

Also during 1987, the Foundation launched a series of Occasional Papers with the publication of a study by Walter Barker on 'Early Childhood Care and Education: the Challenge'. The second in the series is 'Meeting the Needs of Young Children: Policy Alternatives', by Glen Nimnicht and Marta Arango M. with Lydia Hearn. The series will continue to address issues of major importance to policy makers, practitioners and academics concerned with meeting the educational and developmental needs of disadvantaged children.

At the end of 1987, a colourful set of 12 posters depicting the work of the Foundation and the projects it supports was produced in English and Spanish. These, together with the 'Current Programme', which provides brief descriptions about the major projects supported, and explanatory leaflets describing the work of the Foundation, completed the publications programme during the period.

However, another aspect of the communications programme was the development and distribution of video presentations. A new video, 'A Way of Thinking', based on the multicultural education project for Saami and Torne Valley Finnish children who live in northern Sweden, was produced in 1986 as the first in a series of films especially made for the Foundation. Two other videos, made during the period on behalf of the projects concerned, are included in the Foundation's series of videos. These are 'Adela',

*right: from Sach'akunaqa masinchismi Los arboles, nuestros amigos, the Quechua Spanish children's book produced by the National Centre for the training of professionals working in non-formal pre-school programmes, Peru*



Cómo funciona una letrina
La letrina funciona básicamente así:
1. Una vez que la persona se sienta sobre la taza deposita en ella sus excrementos.
2. Después utilizando un balde o cualquier otro recipiente se vierte agua dentro de la taza
3. La presión del agua que se vierte dentro de la taza arrastra a través del tubo hasta el excremento como el agua ya estaba depositada en ella y los olores hasta el pozo ahora están fuera del contacto de cualquier persona
4. Esta nueva agua permanece en el fondo de la taza como si fuera una tapa que evita los malos olores y previene el acceso de insectos

*above: from Cómo instalar una letrina (how to install a latrine) published by CINDE, Colombia*
*right: a book of cartoon sequences published by the Early Childhood Development Programme, Dublin, Ireland*

based on the work of the project in Peru, and 'Empowering Young Refugees' made in Thailand.

Many of the projects are becoming aware of the potential of video to explain the work they are doing to a wider audience or for training purposes. During 1986 and 1987 videos were produced by or for projects in Belgium, Brazil, Colombia, Ireland, Mozambique, The Netherlands, The Netherlands Antilles, Nicaragua, Peru, Portugal, and the United Kingdom.

Several projects have begun producing regular publications. In Singapore, one of the Foundation's two project partners in that country, the National Trades Union Congress, started a quarterly journal, *Nurture*, in 1986, attractively produced in English and Chinese, which aims to provide support for parents, care givers, early childhood teachers, and health and social service professionals. The Belgian Flemish Training and Resource Centre began producing a magazine, *Kido*, for childminders which has been appreciatively received. In Portugal, the RADIAL project produced a bulletin, *A Rede* (The Network), which helps to publicise the project's work.

The Child Development Programme in the UK, the International Centre for Education and Human development (CINDE) in Colombia, and the National Centre for Early Childhood Education (NACECE) in Kenya have all produced a considerable number of teaching and training materials for use by children, parents, community members, para-professionals and professionals.

*left: Kido, published by the Centre for Training in the Care of the Young Child, Ghent, Belgium*

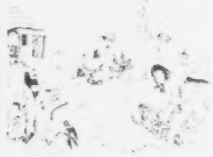
Two books, 'Human Conditions' and 'The Cultural Transition', representing the last of four volumes to emerge from the project on human potential supported by the Foundation between 1979 and 1984 at the Harvard Graduate School of Education, USA, were published in 1986. Another four-volume set, published in 1986 in Colombia, summarised the findings of the Costa Atlantica project, and were supplemented by two further books, also published in 1986, based on the outcomes of the project.

The list of publications produced by Foundation-supported projects is long. All projects produce regular reports of their work, some of which are aimed at spreading a message to a broader public. In addition to those already mentioned, projects in Belgium, Brazil, Malaysia, The Netherlands, The Netherlands Antilles and Aruba, Portugal, Spain and Venezuela have produced booklets and books during the period under review.

These and many other project materials are kept on file at the Foundation's Project Resource Centre in The Hague, which disseminates copies of materials to projects engaged in similar activities.

The Foundation is intensifying its efforts to promote the exchange of relevant project-generated materials as part of its networking programme, and to share the Network's wealth of experience with concerned institutions and professionals beyond the Network. ■

*above: the Peer Education Newsletter published by the Federation of Child Care Centers of Alabama, USA*



*above: Nossa quintal...nosso farmácia (our backyard, our pharmacy) published by the Education Department, Pernambuco State, Brazil*

In the case of Kenya, no less than 16 illustrated books of stories for children have been produced by the project in 16 different languages. In most cases, these are the first books ever to be published in those languages which are specifically for children. The stories were all collected and edited by project staff from older members of the communities concerned. Similarly in Peru, the project has published two illustrated books for children, one of which has a Quechua text, the other having both Quechua and Spanish texts. Quechua is the language spoken by the indigenous population in the Peruvian Andes and these are the first books to be published for these children.



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# *Financial Report*

The Bernard van Leer Foundation is the beneficiary shareholder of Royal Packaging Industries Van Leer BV, the holding company of the Van Leer Group of Companies, the shares and accumulated reserves of which are held within the Van Leer entity by the Van Leer Group Foundation, a separate body. The Trustees of the Bernard van Leer Foundation are as such also Governors of the Group Foundation and are assigned by that Foundation to form the Supervisory Board of Royal Packaging Industries Van Leer BV.

The Bernard van Leer Foundation does not, itself, hold any assets, nor does it receive income other than what is annually made available to it by the Van Leer Group Foundation. By its statutes, the Group Foundation is required to furnish from its income the funds necessary for the Foundation to carry out its activities. The contributions made by 'third parties' mentioned in the Accounts, are additional monies made available as donations to Foundation-supported projects by the Van Leer Group of Companies.

When the Foundation's Board of Trustees approves a grant to a project, the monies are earmarked for the duration of the project. On the basis of this earmarking, the Foundation commits itself, by means of a Letter of Grant, to making available the appropriate sum for the project. Thus the Foundation's Income and Expenditure Accounts show funds reserved for projects and not actual payments. However, the earmarking of funds by Trustees and the commitment of funds by a Letter of Grant do not always take place in the same financial year. ■

# Balance Sheets as at 31 December

| | | 1987 | | 1986 |
|---|---|---|---|---|
| ASSETS | Dfl. | Dfl. | Dfl. | Dfl. |
| Van Leer Group Foundation current account | | 70,825,757 | | 67,694,376 |
| Cash & bank | 2,779,100 | | 69,777 | |
| Debtors | 372,725 | | 19,272 | |
| Fixed assets | 140,272 | | 121,511 | |
| Secured loans | 301,077 | | 585,913 | |
| | | 74,418,931 | | 68,490,849 |
| LIABILITIES | | | | |
| Project commitments (1) | 54,612,300 | | 52,248,800 | |
| Creditors | 792,588 | | 531,041 | |
| | | 55,404,888 | | 52,779,841 |
| Excess of assets over liabilities | | 19,014,043 | | 15,711,008 |
| NET CAPITAL (2) | | | | |
| Nominal Foundation capital | 1,000,000 | | 1,000,000 | |
| General reserve | 2,500,000 | | 2,000,000 | |
| Reserved for earmarked but not yet committed project grants | 8,931,500 | | 6,776,800 | |
| Available for earmarking | 6,582,543 | | 5,934,208 | |
| Net capital | | 19,014,043 | | 15,711,008 |

# Income and Expenditure Accounts

| | 1987 | 1986 |
|---|---|---|
| INCOME | Dfl. | Dfl. |
| Allocated by Van Leer Group Foundation | 27,500,000 | 27,500,000 |
| Cancellation of project commitments | 2,794,444 | 4,761,903 |
| Interest | 222,176 | 23,404 |
| Miscellaneous income | 12,358 | 8,318 |
| | 30,528,978 | 32,293,625 |
| EXPENDITURE | | |
| Actual commitments for projects and grants (3) | 19,089,944 | 15,222,226 |
| Programme service and Administration (4) | 8,090,021 | 5,786,947 |
| Exchange rate differences | 45,978 | – |
| | 27,225,943 | 21,009,173 |
| Excess of income over expenditure | 3,303,035 | 11,284,452 |
| | 30,528,978 | 32,293,625 |

# Notes on the Financial Statements

GENERAL

All items in the financial statement are stated at face value, unless otherwise noted.

Tangible fixed assets are valued at purchase cost after deduction of depreciation based on the estimated lifetime of the assets.

The bank accounts in foreign currency are valued at the rates of exchange at balance sheet date.

The valuation of project commitments is based on the rates of exchange at the time of submission to the Board of Trustees, taking into account a margin for future fluctuations.

| NOTES ON THE BALANCE SHEETS | | 1987 Dfl. | 1987 Dfl. | 1986 Dfl. | 1986 Dfl. |
|---|---|---|---|---|---|
| **(1) Project commitments** | | | | | |
| Balance 1 January | | | 52,248,800 | | 54,287,744 |
| Add: | | | | | |
| Total commitments for projects and grants during the year | | | 26,819,300 | | 21,884,276 |
| | | | 79,068,100 | | 76,172,020 |
| Less: | | | | | |
| Cancellation of project commitments | | 2,794,444 | | 4,761,903 | |
| Project instalments paid | | 21,661,356 | | 19,161,317 | |
| | | | 24,455,800 | | 23,923,220 |
| | | | 54,612,300 | | 52,248,800 |
| Outstanding payments to projects are scheduled as follows: | 1987 | | | | 25,817,000 |
| | 1988 | | 23,684,000 | | 17,733,200 |
| | 1989 | | 16,321,200 | | 6,340,500 |
| | 1990 | | 10,678,900 | | 2,358,100 |
| | 1991 | | 3,928,200 | | |
| | | | 54,612,300 | | 52,248,800 |

# Notes on the Financial Statements

| | 1987 | 1986 |
|---|---|---|
| **(2) Net capital** | Dfl. | Dfl. |
| Balance 31 December | 15,711,008 | 1,147,556 |
| Movements: | | |
| Excess of Income over Expenditure | 3,303,035 | 11,284,452 |
| Cancellation of provision for Administrative Expenditure | – | 3,279,000 |
| Balance 31 December | 19,014,043 | 15,711,008 |

NOTES ON INCOME AND EXPENDITURE ACCOUNTS

**(3) Actual commitments for projects and grants**

| | | |
|---|---|---|
| Total commitments for projects and grants monitored by Bernard van Leer Foundation | 26,819,300 | 21,884,276 |
| Less: | | |
| Actual commitments met by contributions to projects by third parties | 7,729,356 | 6,662,050 |
| Net commitments Bernard van Leer Foundation | 19,089,944 | 15,222,226 |

**(4) Programme services and administration**

| | | |
|---|---|---|
| Personnel | 4,582,346 | 3,701,179 |
| Programme services | | |
| Consultants | 144,433 | 127,431 |
| Staff travel | 429,423 | 350,984 |
| Network support | 405,920 | 254,574 |
| Documentation and publications | 310,277 | 357,972 |
| | 1,290,053 | 1,090,961 |
| Administration | | |
| Premises and equipment | 794,974 | 459,916 |
| Office expenses | 301,466 | 245,937 |
| Miscellaneous and general costs | 290,704 | 288,954 |
| Relocation offices | 830,478 | – |
| | 2,217,622 | 994,807 |
| Total | 8,090,021 | 5,786,947 |

# Auditors' Report

We have examined the accounts of the Bernard van Leer Foundation for the years ended 31 December, 1987 and 31 December, 1986.

In our opinion, based upon this examination the Balance Sheets and the Income and Expenditure Accounts, together with the Notes thereon, give a true and fair view of the financial position at 31 December, 1987 and 31 December, 1986 and of the results of operations for the years then ended.

Meret & Limperg

The Hague, 11 May, 1988



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# *Organisation*

(July 1988)

### Board of Trustees

J. Kremers (Netherlands) Chairman; Governor of the Province of Limburg
P. Zusman (Israel) Vice Chairman; Professor of Agricultural Economics, Hebrew University of Jerusalem
Mrs M.C. Benton (USA), Honorary Chair, Save the Children Federation
W.W. Cross (USA), President, Essex Machine Works Inc.
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P.J.J. Rich (France), President and CEO, Societé Générale de Surveillance, S.A.
I. Samrén (Sweden), President and CEO, SAS Service Partner

### Administration

#### Executive Director's office

| | |
|---|---|
| W.H. Welling | Executive Director |
| M.C.E. van Gendt | Executive Director Designate |
| R.Z. Swaab | Principal Coordinating Officer |
| Mrs. A.M. Leendertse | Personal Assistant to the Executive Director |
| J. Keuken | Information specialist |

#### Consultants

| | |
|---|---|
| G. Betancur Mejia (Colombia) | Special Consultant for Latin America |
| D.R.B. Grant (Jamaica) | Special Consultant for the Caribbean |
| H. Philp (Australia) | Special Consultant for Australasia |
| Mrs. J. Baiocchi (Brazil) | |
| P. Houmöller (South Africa) | |
| Y. Paz (Israel) | |
| A. Haak M.D. | Medical Adviser |

#### Department of Programme Development and Training

| | |
|---|---|
| A. W. Wood | Deputy Executive Director, Programmes |
| Ms. H.J.A. Zwitser | Deputy Director of the Department |
| Mrs. J.A. Hartman | Departmental Secretary |
| W. van der Eyken | Head, Studies and Evaluation |
| Ms. K. Torkington | Head, Training |
| Ms. R.N. Cohen | Head, Publications and Media Unit |
| Ms. J. Brouwer | Programme Officer |
| Ms. G. Teo | Editorial Associate |

#### Department of Project Operations and Resources

| | |
|---|---|
| N.J.A. van Oudenhoven | Deputy Executive Director, Operations |
| E. Tonkes | Senior Programme Specialist |
| Ms. E.K. Jones | Senior Programme Specialist |
| H. Schreurs | Senior Programme Specialist |
| Mrs. E.A. Karting | Departmental Support Officer |
| Mrs. G.N. Jimenez-van Velzen | Programme Specialist |
| M.J. Mataheru | Programme Specialist |
| Ms. R.M.R. Swinnen | Programme Specialist |
| Mrs. C. Delcroix-Howell | Programme Officer |
| Mrs. P. Nimpuno-Parente | Programme Officer |
| Ms. E.B. Colthoff | Programme Officer, Resources |

### Support Services

#### Administration and finance

| | |
|---|---|
| A.A. Scheele | Senior Administrative Officer |

#### Travel, conference and visitors' services

| | |
|---|---|
| Mrs. P.E. Visscher-Verheusen | Head of Section |

#### General services

| | |
|---|---|
| Mrs. S.E.M. Pearson | Office Manager |

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*above: a pre-school in Hebei Province, part of the programme to develop a system of training and on-the-job support for pre-school education in rural areas of the People's Republic of China*

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Bernard van Leer Foundation
1986 - 1987